

Hotel Management School Leeuwarden NHL Stenden University of Applied Sciences

Associate degree Hotel Management
Bachelor Hotel Management
Master International Hospitality and Service Management

Report of the limited programme assessment
18 – 20 March 2024

Utrecht, The Netherlands
October 2024
www.AeQui.nl
Assessment Agency for Higher Education

Colophon

NHL Stenden of Applied Sciences
Hotel Management School Leeuwarden
Leeuwarden (The Netherlands)

Programmes

Master International Hospitality and Service Management (full-time and part-time) – CROHO: 49158
Bachelor Hotel Management (full-time), (part-time, dual-time (Work & Study) – CROHO: 34411
Associate degree Hotel Management (full-time), (part-time, dual (Work & Study) – CROHO: 80041

Panel

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Andy Nazarechuk, member on behalf of THE-ICE
Angelique Lombarts, member
Kelly Beekman, member
Aisling Tiernan, member
Wim Dupont, member
Sophie Huften, student member
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The panel was presented to the NVAO for approval.
The panel assessed on the basis of NVAO Framework 2018

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Summary

In March 2024 an assessment panel of AeQui visited the Hotel Management School Leeuwarden of NHL Stenden University of Applied Sciences. The panel conducted a limited programme assessment of the existing Master programme in International Hospitality and Service Management (full-time and part-time), the existing Bachelor and Associate degree programmes in Hospitality Management (both full-time, dual-time and part-time) in Leeuwarden and Emmen (The Netherlands). Based on the documentation provided by the university of applied sciences and the discussions the panel held during the site visit, the panel judges that all three programmes **meet** all the standards of the framework.

The panel studied separate documentation of all programmes. During the site visit in Leeuwarden, these programmes were discussed collectively, taking into account the differences. The Emmen location was also included in the panel's considerations and assessment. What is presented below in the report applies to the three programmes, unless explicitly stated otherwise.

In addition to the assessment of the NVAO Standards, the assessment panel also conducted a review of several distinctive features:

- Small Scale Intensive Education (SSIE) for the BA programme
- Real World Learning, a continuation for the Ad and BA programmes
- Internationalisation for all three programmes (reported separately)

The panel is positive about many elements it observed during the site visit. In the panel's opinion, the programmes have a lot of strengths. The panel looks back on interesting days with many open discussions with all stakeholders. In particular, the panel greatly appreciated the hospitality and excellent guidance provided by the students.

Intended Learning Outcomes

Students at Hotel Management School Leeuwarden (HMSL) are trained to become 'game changers' in the hospitality industry at a tactical level (Ad), a strategic level (Ba), and for prominent roles within the international hospitality and/or service industry (Ma).

Both the Ad and the Ba programmes work with the *Professional Educational Profile* (PEP) (2017-2022), however, a translation of the learning outcomes of this PEP had to be made to fit the unique profile of the Ad student. These learning outcomes were further defined in learning goals for every learning outcome. The learning outcomes of the Ma are adequately derived from international frameworks.

The competencies and learning outcomes of the Bachelor's and Associate Degree programmes align with the Dublin descriptors (EQF level 5 for Ad and level 6 for Ba). The level and orientation of the programmes are well-matched with the national framework. The learning outcomes for the Master's programme are derived from established international frameworks and correspond to EQF level 7. The audit panel concludes that the programmes are internationally oriented and have good relationships with external partners of the (international and national) hospitality industry.

Teaching-learning environment

The panel learned that NHL Stenden has a social constructivist approach to education and has embraced Design Based Learning as an

educational backbone for its programmes. The link between theory and practice is visible and the panel finds that students are encouraged to investigate and reflect on real world problems in the hotel and hospitality industry. The industry is involved at the programme.

The audit panel has established that curricula, staff, services and facilities are well in place and support students in achieving the learning outcomes.

Student Assessment

The panel is of the opinion that the student assessments are valid, reliable and sufficiently independent. The requirements are transparent to the students, but the panel noticed that not all students fully grasp the concept of programmatic testing. The panel recommends to make sure that all students have a good under-

standing of the advantages and possibilities of programmatic testing.

The panel has determined that the examination committee fulfils its statutory duties and, in coordination with the assessment committee, ensures the proper safeguarding of the assessments.

Achieved Learning Outcomes

The panel concludes that students graduating from the Associate degree, Bachelor's, and Master's programmes have successfully achieved the intended learning outcomes. The panel considers the graduates to be well-prepared for their respective levels within the hospitality industry. Alumni find work in the international hospitality industry and function well, as is clear from the appreciation of their employers.

The assessment was carried out according to the schedule presented in attachment 2. The panel has carried out its assessment in relation to, and in consideration of, the cluster of programmes in which this programmes are placed. The programmes have made several developments, based on the results of the former assessment (see attachment 3). The panel considered these developments as an integral part of the current assessment.

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

All standards of the NVAO assessment framework are assessed positively; the assessment panel therefore awards a positive recommendation for the accreditation of the programmes Master in International Hospitality and Service Management (full-time and part-time), Bachelor and Associate degree programmes in Hospitality Management (both full-time, dual-time and part-time).

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

Drs. Bert Reul MBA
Chair

Liza Kozłowska MA
Secretary

Introduction

NHL Stenden University of Applied Sciences

NHL Stenden is a university of applied sciences that operates at regional, national and international level. The mission of the institution is "Working on world wise innovation". In its Strategic Institutional Plan 2019-2024, NHL Stenden formulated its vision: "Education and research are the bearers of personal development and social progress. Its core values are 'connective', 'enterprising' and 'resourceful'. NHL Stenden is based in Leeuwarden, Assen, Meppel, Groningen and Terschelling. At NHL Stenden University of Applied Sciences, approximately 20,000 students are enrolled, and nearly 2,000 staff members are employed.

Hotel Management School

Hotel Management School Leeuwarden (HMSL) is one of the 14 academies within NHL Stenden and consists of 3 programmes: Associate degree, bachelor's degree and master's degree. The research group *Academy of International Hospitality Research (AIHR)* is also part of the HMSL. The values of NHL Stenden align with the values of the Hotel Management School Leeuwarden. Innovation is considered an essential component of the programme, bearing in mind the rapidly changing nature of the hospitality industry. The programmes of HMSL aim to remain attentive to these changes and nurtures adaptable professionals who continuously evolve. These adaptable professionals are referred to as "game changers".

In 2018, the program was assessed by the NVAO as 'good', with several recommendations for

improvement provided (see appendix 3). The follow-up on these recommendations was considered by the 2024 panel in their deliberations.

The assessment procedure

NHL Stenden commissioned AeQui to conduct the current visitation. AeQui, in collaboration with the HMSL, assembled an independent and knowledgeable panel. A preparatory meeting was held with representatives of the programmes and HMSL. The visitation was conducted according to the NVAO framework 2018, as detailed in Appendix 2. The panel specifically focused on the cluster to which this program belongs. This was done with the entire panel during the preparatory meeting and conclusively during the judgment formation. The required expertise was present in (part of) the panel.

The panel conducted the assessment independently; they received the necessary information to form their judgment. At the end of the visitation, the program was informed of the panel's findings and conclusions.

This report was sent to the program in draft form in September 2024; the program's responses were incorporated into this final report. At the initiative of the program, a developmental discussion will take place in the course of 2024/25. The results of this developmental discussion will not affect the assessment presented in this report.

Standard 1: Intended Learning Outcomes

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

Findings

Profile of Hotel Management School Leeuwarden

The promise HMSL makes to students is to provide them with all the ingredients to make a difference, both in the world of hospitality and beyond. In 2020, the HMSL introduced the strategic plan *Game changers in the hospitality industry and beyond*. From the documentation and the conversations, the panel understood a 'game changer' is someone with a unique mindset, service-oriented, innovative, and strategic, who influences positive change, anticipates future needs, and contributes significantly to transforming processes, culture, and structures. Hostmanship is considered the foundation a student must master to make a difference as a game changer. This mission, as articulated in the HMSL Manifesto, has been translated into the different levels of education that HSML offers, ranging from Ad to bachelor's to master's.

Learning Outcomes

Both the Ad and the Ba programmes work with the *Professional Educational Profile* (PEP) (2017-2022), however, a translation of the learning outcomes of this PEP had to be made to fit the unique profile of the Ad student. Together with the industry, partners from the professional field, students and alumni, 23 programme learning outcomes for the Ad were defined. These learning outcomes were further defined in learning goals for every learning outcome. The panel views it positively that a separate PEP has been established for the Ad programme, which respects the (legal) independent status of the programme. The panel is also of the opinion

that the programme has made a good decision by establishing the learning outcomes of the

PEP at an associate degree level and considers them well-formulated at level 5.

Additionally, the Ba programme is supported by learning principles, as designed in co-effort led by the Associate Professorship in Hospitality Education and the Bachelor's Curriculum Committee. HMSL has subdivided the bachelor's learning outcomes in three levels of increasing complexity. Four out of the ten LO's will be achieved at the highest level in the Graduation Atelier. The other six learning outcomes are achieved at the highest level in the portfolios of the Main Phase ateliers. The end-level learning outcomes are clustered in 6 logical combinations which are linked to the programme learning outcomes of the PEP 2023-2028.

The Ma programme (MISHM), is designed to provide students with the intellectual competencies, in-depth knowledge, specialized skills and personal qualities necessary to prepare the students for undertaking a significant role within the international hospitality and/or service industry. The learning outcomes are derived from international frameworks. The programme implemented new learning outcomes during academic year 2024 – 2024 and will be adjusted during academic year 2024-2025. According to the panel, the current objectives (still) convincingly represent the master level.

Internationalisation

The current internationalisation strategy of HMSL is aligned with the game changers strategy and the NHL Stenden vision on internationalisation. Given the international nature of the industry, internationalisation is for HMSL “a way of working, a mind-set and a starting point”. The panel observed that each programme includes a focus on internationalisation. For example, the **Ad** programme is offered only in English (in contrast to most Ad programmes) and there is a focus on the development of intercultural and international competencies within the curriculum. The programme aims to strengthen the international focus further in the coming years by incorporating internationalisation further in the learning outcomes.

In the **Ba** programme, learning outcomes 7 to 10 focus on the student as a 'responsible global citizen'. Students are offered the opportunity to take part in international excursions, allowing them to immerse themselves in other languages and cultures. Additionally, the panel understood that the curriculum is undergoing a strategic realignment, placing increased emphasis on PPD in an international context.

Because the learning outcomes of the **Ma**'s programme have already been derived from international standards, the panel clearly sees the international focus reflected here. Additionally, the programme has committed to organizing international excursions to connect students with intercultural and international learning.

Relations with the professional field

The panel learned that the management team is supported by an Industry Advisory Board (IAB), in which the industry is represented. Additionally, a special **Ad** Advisory Board is installed for the development and critical feedback on the Ad programme. Per location industry partners

are involved to meet 3-4 times a year. The panel appreciates that members of the Ad board are sometimes directly involved in the delivery of the programme, e.g. monitoring an external practice programme. The panel noticed a great deal of enthusiasm among the members of the professional field. The industry partners feel involved in the programmes and believe that the needs of the industry are well reflected in the learning outcomes and curricula of **all programmes**.

Considerations

The panel concludes that the intended learning outcomes tie in with the level and orientation of the Ad, the Bachelor's and the Master's programme of HMSL. The learning outcomes are geared to the expectations of the professional field.

The panel has determined that HMSL has a clear understanding of the international nature of the industry, has formulated a vision that aligns with it, and there are already good examples available of how internationalisation is integrated into the programmes. In addition, the panel concludes the programmes have good relationships with (international) external partners in the professional field.

Conclusion

The assessment panel establishes that the three programmes meet this standard.

Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Educational concept – Design Based Education

When a student begins studying at NHL Stenden, they encounter the NHL Stenden educational concept: *Design Based Education* (DBE). The concept, consisting of five pillars (multidisciplinary cooperation, international and intercultural cooperation, design thinking, personal leadership and sustainable education), has been gradually implemented in the university's programmes since the merger in 2018. The goal of DBE is described in the documentation as: "We want to educate inquisitive, critical, innovative, reflective and self-aware professionals who collaborate beyond the boundaries of their own discipline. Who are able to find solutions to complex problems and contribute to regional and international transformational challenges." To make the pillars of DBE more tangible, the Hospitality Education research group formulated five learning principles (self-Action learning, Collaborative Learning, Constructive Learning, Designerly Learning and Contextual Learning) that provide guidelines for education. Next, the Curriculum Committee has used these principles to set up standardised formats for curriculum development.

DBE in the programmes

The panel understood that the moments when DBE was introduced into the programmes, and thus the extent to which it has already become commonplace, varies. The **Ad** programme is considered a frontrunner in implementing DBE in their programme. In September of 2018, the pilot of DBE started in the full-time **Ad** programme in Emmen, followed by an introduction

of DBE in September 2019 in all programmes. In February 2020, the **Ba** programme initiated a shift from Problem-Based Learning to DBE. Over the subsequent years the new curriculum was gradually introduced and concluded with the launch of the revised fourth-year programme in September 2023.

Just like in all programmes, in the **Ma** programme, Design-Based Education is rooted in social and cognitive constructivism and takes a student-centred approach: the student's learning and development process is placed at the heart of the programme. The programme focuses on the development of critical understanding, attitude, and vision in relation to academic, professional, and international enhancement in the hospitality and service industry. The **Ma** started with implementing DBE in September 2020: industry challenges were implemented in the module *PHSM Principles of Hospitality and Service Management*. The panel learned that as of September 2024, DBE is being further implemented (fully) in the programme.

In DBE, students work on 'Design Challenges', which are real-life issues from the professional field, delivered by Industry Partners, research groups, or by students themselves. In a timeframe of maximum 20 weeks, the student is asked to contribute to the challenge in an innovative and critical way in a 'Atelier'. The student works in co-operation and co-creation with other students. At the end the group presents a Professional Product to the Industry Partner. This professional Product can be an analysis, advice, design, realised design or an activity. During the site visit, the panel was confronted with

several examples of the Design Challenges and the incorporated Design Thinking: the presented new restaurant concept and the new recruitment programme at the Hilton Hotels are, in the opinion of the panel, impressive examples of successful outcomes of the DBE.

Personal development of the student is established by working on the Design Challenge and is supported by Personal and Professional Development (PPD) sessions throughout the entire curriculum, which are the elements of personal coaching. The bachelor programme constructed 4 levels of personal development; reaching the objectives requires an individual learning path for the student.

In October 2023 a total number of 2,586 students were studying at HMSL, of which the vast majority in the B Hotel Management full-time programme (2,314). The Ad programme welcomed a total of 214 students. The Master programme has a total of 35 students.

Students and Study Guidance

To become a game-changer in the hospitality business, the (prospective) students of HMSL have a wide range of programmes to choose from. The **Ma** is offered in both full-time and part-time study mode. The **Ad** in Hotel Management is available in a full-time mode, as well as in part-time and Work & Study (dual) mode. The **Ba** in Hotel Management is also offered in these study modes.

Admission to the **Ad** and **Ba** programme is only possible after successfully completing the admissions procedure. This process varies slightly depending on the programme, but in all cases, it involves registering for an intake day by uploading a personal introduction video (vlog) and CV. International applicants are required to submit an English language proficiency test. A

Recruitment & Admissions Officer is in charge of overseeing the process of admissions and creating an optimal start of the students' journey at HMSL. The **Ma** is a conversion type master programme, requiring no specific pre-requisite knowledge or experience other than a completed bachelor's degree.

Dual learning means learning-working and working-learning in which theory, practice and the student's own personal and professional functioning go together in a continuous interaction.

The student is required to have a workplace in the hospitality industry and a contract for at least 24 hours. The employer is actively involved in the student's development and will make a proposal for certain assessments.

In *part-time education*, a student chooses to follow an education in addition to non-hospitality related work or without work. The programme therefore matches this student with a dual student, with work within the hospitality industry, so that they can do the workplace development together with this student.

From conversations with students, it is evident that they often make a well-considered choice regarding a specific programme and variant. The panel notes that students are better than the teachers at identifying what they perceive as the 'unique selling point' of the programme, particularly in the case of the **Ma** programme.

During the site visit, the panel was able to observe how students from all HMSL programmes receive support, both on a personal and academic level. The panel commends HMSL for its praiseworthy attitude, acknowledging that alongside academic achievement, the mental health of young people is equally important. For example, the Student Care department was set up to be a support for students who struggle with personal issues or academic workload. The

panel has understood that there appears to be an increasing need for support, partly due to the circumstances of the COVID-19 pandemic. From the students, the panel has gathered that the support provided is greatly appreciated and also meets the students' needs.

English language

The decision to offer the **Ad, Ba and Ma** programmes at NHL Stenden's Hotel Management School in English, rather than Dutch, is primarily driven by the international nature of the hospitality industry, where English is the dominant language of communication. Offering the programmes in English prepares students for a global career, enhancing their ability to work in multinational and multicultural environments. Furthermore, it attracts a diverse cohort of international students, fostering intercultural exchange and facilitating partnerships with global companies and internships. Lastly, proficiency in English broadens career opportunities for graduates, particularly in leadership roles within international hospitality firms.

Staff

Since September 2022, staff members have been paired with students in what are known as Learning Communities. These Learning Communities are led by a team leader. Furthermore, the academy has a team leader academic affairs, a team leader academic operations and strategic officers. The programme management, however, emphasized during the side visit: "This is how we are structured, but this is not how we work", meaning that the daily organisation is structured around themes and networks.

As of January 2024, HMSL has 171 staff members, of which 149 are faculty, and 22 support staff, plus 14 management team members. NHG has 100 staff members that interact with students on a teaching and learning level. The **Ad**

team is relatively small. In 2020 it was decided to bring together the team from Emmen and Leeuwarden and work as one team. At the same time, the team said goodbye to some employees and welcomed new colleagues. In the **Ba** 125 lecturers are deployed. The **Ma** team consists of 7 11 lecturers including the team leader. The current lecturers are not only experts in their respective content areas but also bring relevant work experience and strong connections to the industry. In terms of teacher roles, the lecturers in the programme fulfill various responsibilities that are not strictly defined or labelled separately. The panel also finds it striking how many roles teachers take on within the DBE curricula. During the conversations, the teachers indicate that they do not find it complicated to separate these roles from one another and to wear different hats in various situations.

All academic staff are required to have obtained or be working on a master's degree in order to be able to teach students. An effort has been made by the management to provide support to the staff to complete master's and PhD studies. Currently, 80% of HMSL staff obtained a master degree or PhD. In addition, NHL Stenden requires that all instructors and lecturers complete a basic didactic course/teaching qualification (BDB). For assessment purposes, it is essential to obtain the BKE (basic qualification examination) certificate or a SKE (senior qualification examination)-certificate.

The panel has recognised that the team—of which the management is justifiably proud—has been involved in numerous changes. These changes, such as the new organisational structure, as well as the introduction of the DBE and programme-based assessments, have (largely) been implemented since the previous accreditation. The main focus was delivering the programme while onboarding new colleagues. The

panel understands that this has had an impact and that building the new team has not been straightforward. However, the panel has the impression that the management is attentive to the well-being of the staff members. The appointment of a Staff Happiness Officer, tasked with "creating conditions which enable colleagues to feel happy at work, whilst achieving the strategic goals of the Academy and the University," is an example of this. Additionally, an 'Academy Day' was organised every 10 weeks, aimed at fostering connections and offering workshops.

Despite all the good intentions and efforts of the management, the panel wishes to express its concerns about the impact of the numerous changes in recent years on staff well-being and workload. The panel therefore recommends allocating (more) time for reflection and development, especially in the context of implementing further innovations. In the panel's opinion, it is not sufficient to allocate just an hour here and there. Providing ample time to reflect on

aspects such as programme content and assessments is, in the panel's view, very important.

Considerations

The panel is positive about the Design Based Education as being the backbone of the programmes. The link between theory and practice is visible and the panel finds that students are encouraged to investigate and reflect on real world problems in the hotel and hospitality industry. The industry is involved in the programmes' development.

With the exception of the Ad Work&Study, the programmes run in English. Given the very international context of the hospitality industry, the panel considers this a well-founded decision.

Conclusion

The assessment panel establishes that the three programmes meet this standard.

Standard 3: Student Assessment

The programme has an adequate system of student assessment in place.

Findings

Assessments

The assessment strategy of HMSL includes a mix of formative and summative assessments and reflects the competencies the students will require for the hospitality and service industry. The approach to assessment and the design of the assessment programme varies in each programme. The assessment programme of the **Ad full-time** is based on five test principles and aims to encourage students to take responsibility for their own learning and provide opportunities for personal profiling. Students are assessed on professional products (e.g. real action, analysis, an advice, a product, a service or a design), in relation to a design challenge. Every professional product has a final summative assessment, but the Ad organises, in line with the DBE education policy, flexible assessment methods: prototypes, self-assessment, peer assessment, presentations, blogs, exhibitions et cetera. For all professional products a list of criteria was presented to the panel. The panel also understood that calibration sessions are organised on a regular basis in order to maintain and increase consistency and accuracy of the test results.

The **Ba full-time** assessment programme is (also) based on the principles of Programmatic Assessment. The main structure of the assessment programme of the propaedeutic and main phase is built around 'progressive assessment', meaning that assessment is being executed right from the start of a semester and is progressively building up during that semester. In the Ba full-time programme, a clear distinction is made between 'assessment' and 'grading'. During the progressive assessment the main

focus is on feedback, feed up and feed forward and no grading will take place. During the semester a student will build up a portfolio, collecting datapoints. These datapoints are building blocks for creating proof of obtaining the learning outcomes. The datapoints can be derived from a wide range of products and actions (e.g. feedback, essays, assignments, professional products of Design Challenges). The panel learned that the 'Atelier' is the main provider of datapoints. Each semester is dedicated to a set of specific level learning outcomes.

HMSL has chosen to make use of low, mid, and high-stake assessments in the Ba programme. Only high-stake assessments lead to the awarding of credits. These assessments are conducted individually per student on a set of learning outcomes.

During discussions with the students, the panel found that they were not always clear about the ins and outs of programmatic testing. Students indicated that, for instance, with the introduction of rubrics, their understanding of the concept of programmatic testing improved.

Students are required to compile a digital portfolio, entailing a critical reflection, evidence per learning outcome, qualified feedback and the mid-stake evaluation.

The assessment strategy in the **Ma** programme of MA IHMS (Master International Hospitality and Service Management) aims to support and guide individual learning and development. It follows a process of feed up (setting goals), feedback

(evaluating progress), and feed forward (providing guidance on reaching goals). The assessment strategy is designed to ascertain individuals' abilities in reaching the master's level and to

assess their attainment of the programmes learning outcomes. The programme utilizes various assessment forms within the curriculum to stimulate constructivist learning behaviour. Summative assessment forms include DBE (Design Based Education) assignments/ projects, essay tests, presentations, and the Master thesis. Assignments are usually integrated and thematically aligned with industry practices, often completed by student groups. However, individual performance is assessed through peer assessments and group work. The programme has a resit policy that allows students one resit for essay tests and presentations.

The **Ad and Ba Work & Study** chose to give the student multiple test options, in order to meet the wishes of flexible and learning path-independent education of the more mature student. Demonstrating the learning outcome can be done by means of evidence that expresses informal, non-formal and formal learning.

Professional products that the student provides currently consist of writing a report, a presentation, an infographic, or a vlog. These 'new' forms of assessment require a different kind of expertise from the teacher in order to be able to assess reliably, validly, and transparently. The panel learned that diversity in assessment forms is mainly seen in the professional product. Professional products are used to demonstrate Learning Outcomes in the knowledge domain. Students are free in choosing the kind of assessment form in order to demonstrate a certain learning outcome, though are required to use at least all of them kinds each year.

In **all programmes** feedback from assessments is seen as an essential part of the learning process. Students will receive feedback from assignments and tests and students are stimulated to contact staff to discuss feedback (formative and summative). The study coach meetings provide opportunities for individual feed

forward, where strategies for effective studying and overall progress are discussed.

Examination Committee

The panel understands that two examination boards are in operation within HMSL: one responsible for the **Ad** and **Ba** programmes, and another for the **Ma** programme. Regarding the Ad/Ba board, the panel has the impression that the examination committee is effectively engaged in overseeing and safeguarding the quality of assessments. For instance, in the academic year 2022-2023, external assessors were involved in reviewing final projects. Their reports were internally discussed to incorporate feedback into the design of the graduation level, with a focus on DBE. A quality assurance audit on the ongoing high-stakes assessments for levels 1, 2, and 3 was conducted. Gaps were identified and addressed through communication with examiners about the quality of feedback, which serves as the foundation for programmatic assessment. The examination board has closely monitored the feedback quality on both high- and low-stakes assessments, as low-stakes assessments serve as data points for high-stakes assessments. The panel recognises that both the programme and the examination committee are still, at times, finding their way in terms of ensuring programmatic assessment, but believes that the committee is on the right track.

The examination committee overseeing the Ma ISHM also oversees the Ma International Leisure, Tourism, and Events Management programs. The committee meets three times per module to discuss and rule on student requests, plagiarism cases, policy matters, and assessment issues. The Exam Committees have delegated the responsibility for reviewing tests and assessments to the Assessment (or Test) Committee. This committee develops and refines

tools to monitor assessment quality and conducts test analyses. It also ensures consistency in assessments across the different international branch campuses.

The panel noted that the collaboration and communication between both committees are functioning effectively.

The panel also inquired with the Ad / BA examination committee about the policies regarding (the use of) generative AI and is pleased to hear that the Examination Committee developed an AI policy after carefully discussing AI-generated assignments and their impact on education and assessment with other stakeholders.

Considerations

The panel is of the opinion that the student assessments are valid, reliable and sufficiently

independent. The requirements are transparent to the students, but the panel noticed that not all students fully grasp the concept of programmatic testing. The panel recommends to make sure that all students have a good understanding of the advantages and possibilities of programmatic testing.

The panel has determined that the examination committee fulfils its statutory duties and, in coordination with the assessment committee, ensures the proper safeguarding of the assessments.

Conclusions

The assessment panel establishes that the three programmes meet this standard.

Standard 4: Achieved learning outcomes

Findings

Graduation

In the **Ad** the end level is assessed via two modules: Business Research Design (knowledge & skills) and the Final Countdown (competencies). In the BRD, students write an advice for a company they choose themselves. The Final Countdown is a final reflection by the student, finishing their Professional Personal Development. The Final Countdown is the final reflection of the Ad Programme in the form of a presentation..

To make sure students achieve all ten Level 3 learning goals by the end of the main phase in the **Ba**, the graduation programme is designed to offer more chances for personalisation and specialisation.

The graduation programme consisting of a 42-week placement period combined with writing a consultancy report. During the graduation programme students work on Learning Outcomes on 3+ level. Students will obtain level 3 of the learning outcomes in the main phase; LO 5 and LO 10, and the two optional are then tested at level 3+ in the graduation programme. Students decide the indicators to show these learning outcomes, and validation happens through a defence. During the defence, at least two assessors (Consultancy Supervisor and/or Facilitator, and/or Coach) evaluate the student's performance.

In the **Ma** the level achieved is demonstrated by interim and final tests, final projects and the thesis. The Test Committee verifies tests and assessments for validity, reliability and transparency. The PDCA Cycle of Testing and Assessment in the MA IHSM programme is performed in five phases: The MA programme Teaching Team plans the specific assessment packages for the units in the programmes. The assessment packages are sent to the External Examiner and pre-

checked before the assessment takes place. After approval, the assessment packages are implemented in the modules. Prior to the Assessment Board all assessed work is checked by the External Examiner against the assessment packages as implemented. Advice for alterations/modifications is given to the MA programme Teaching Team. Prior to the Assessment Board all the module grades are checked and formally agreed by the NHL Stenden Examination Board of MAILTEM and MAIHSM. The changes as suggested by the External Examiner are discussed by the MA programme Teaching Team and used to improve the assessment packages.

Alumni

The programme has approximately 12,500 alumni, with over 90% having completed the Bachelor's programme. Annual events, held both locally and internationally, aim to strengthen alumni bonds and their connection to HMSL. Many alumni remain engaged as internship providers, industry partners for design-based education, or guest lecturers. HMSL's industry relations team manages contacts with industry partners and alumni. An online platform has been launched to keep alumni updated and facilitate communication within the network. The annual "Outstanding" magazine is distributed to alumni and business partners, alongside regular online newsletters. The "Creating What's Next" platform shares HMSL news with all stakeholders.

From each programme, the panel has reviewed a representative selection of final reports (fifteen of each programme). All have been found to be of sufficient quality and were fitting the criteria and learning outcomes. The reports clearly demonstrate the distinction between Ad, Ba and Ma levels. A breakdown of the reviewed

final works across the different programs is provided in Appendix 4.

Considerations

The panel concludes that students graduating from the Associate Degree, Bachelor's, and Master's programmes have successfully achieved the intended learning outcomes. The panel considers the graduates to be well-prepared for their respective levels within the

hospitality industry. Alumni find work in the international hospitality industry and function well as is clear from the appreciation of their employers.

Conclusions

The assessment panel establishes that the three programmes meet this standard.

Distinctive Feature for Ad and Ba programmes: Real World Learning

In the accreditation processes of 2011 and 2018, the Associate degree and Bachelor programmes “Hotel Management” were granted the NHL Stenden distinctive feature “Real World Learning” (RWL).

During the accreditation process of the programmes at the Hotel Management School Leeuwarden in 2024, the panel was asked to assess both the Associate degree (Ad) and Bachelor's (Ba) programmes based on the distinctive feature criteria of NVAO, in order to extend the recognition. To this end, the panel reviewed the self-evaluation prepared by the programmes in advance, and during the on-site visit, the criteria of 'distinguishing nature', 'concretisation', and 'relevance' of RWL were discussed. The panel engaged in discussions on these matters with the management, students, industry partners, lecturers and the examination committee.

The panel noted that since 2011, HMSL has undergone what the programme describes as a significant 'journey' in developing and implementing RWL. Between 2011 and 2018, the focus was primarily on students reflecting on their theoretical knowledge while enhancing practical skills. However, since 2019, this focus has shifted towards integrating real-world learning with theoretical understanding, in line with recent developments and trends in the hospitality industry. This shift included improving the practical facilities at the NHL Stenden Hospitality Group, expanding external opportunities for real-world experience, offering recognised certifications to enhance students' credentials, and creating hybrid learning methods to facilitate smooth transitions into professional environments.

Considering these focal points, the panel observed that RWL has evolved into an educational philosophy that offers students hands-on, authentic experiences aligned with the challenges they may face in their future careers. During the site visit, the panel witnessed the RWL approach in action, with students actively involved in organising and facilitating the accreditation process for HMSL. The panel commends both the students and the programme for this approach, which offered a valuable insight into HMSL's working methods.

Distinguishing nature

The principle that students should gain practical experience and connect theory with practice in real-world settings is not new and is seen by the panel in other hotel and hospitality programmes. However, the panel believes that HMSL has created RWL opportunities in both the Bachelor's and Associate degree programmes that go well beyond those of other programmes.

For example, the panel observed that the Problem-Based Learning (PBL) curriculum is grounded in the principles of real-world learning, with PBL as the primary teaching method. The Design-Based Education (DBE) curriculum builds on the PBL approach by not only teaching students to operate and collaborate in real-world settings but also preparing them to bring innovation to the industry. The DBE approach explicitly emphasizes working on practical issues and producing professional outcomes. The industry plays a key role in shaping and organizing students' practical experiences. For the Bachelor's programme, the 10-month managerial internship in the final year allows students to apply all the theory they've learned and contribute real value to the companies they intern with.

The panel observed that RWL at HMSL is embraced by students, lecturers, and the industry. Numerous examples of RWL in action were evident, from photos of alumni working in the field displayed on campus to RWL moments integrated into the curriculum. Students even took the lead in hosting and guiding the panel during the site visit. The appreciation for RWL expressed by interviewees further solidifies the panel's belief that RWL is a central and distinctive feature of the Associate degree and Bachelor's programmes at HMSL.

Based on the above, the panel concludes that both the Ad and the Ba programmes **meet** the distinguishing criterion.

Concretisation

Both the Associate degree (Ad) and Bachelor's programmes are offered in full-time and Work & Study (dual and part-time) variants. Dual students are required to have a job in hospitality, whereas part-time students do not. Full-time Ad students in Leeuwarden gain their RWL experience through the NHL Stenden Hospitality Group (NHG) Outlets. The panel understands that NHG will no longer facilitate RWL in Emmen from the 2023-2024 academic year; instead, the RWL experience for these students (years 1 and 2 of the Ad) is organised in cooperation with industry partners. Given the involvement of industry partners in the programme, the panel has minimal concerns about this transition and is confident that RWL learning will be effectively implemented. The panel also views positively that this 'pilot' will be evaluated by mid-2024.

The Covid-19 pandemic offered HMS an opportunity to reflect on and reassess the future of practical education. It became clear that the Real-World approach needed to be dynamic, industry-integrated, strongly focused on

technology, and hybrid, while becoming a core element of the Design-Based Education Framework. The pandemic acted as a catalyst in accelerating the integration of Design-Based Education into Real World Learning.

In 2019 and 2020, practical facilities at HMSL Leeuwarden were significantly expanded with the introduction of three new food and beverage outlets, providing students hands-on experience in concept development, marketing, and operations. 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.

The educational units in the programmes are built according to the DBE principles and phases. Through those phases, students work independently and collaboratively on a 'Design Challenge' in an 'Atelier', in which students round off with a professional product. The Design Challenges are real-life issues from the professional field, delivered by Industry Partners, research groups, or by students themselves. In a timeframe of maximum 20 weeks, the student is asked to create innovative solutions for design challenges. In the end, the student needs to deliver, in cooperation and co-creation with other students working on the same or different levels, a Professional Product to the regional, national, or international Industry Partner. This Professional Product can be the delivery of an analysis, advice, design, realised design, or activity.

Student Journey of the BA student in NHG

The student experience in the NHL Stenden Hospitality Group varies depending on their level. Level 1 students must spend a maximum of 10 weeks (about two and a half months) in at least 4 different hospitality departments. During

this time, they focus on developing behavioural skills, competencies and completing mini self-directed tests that assist them understanding the hospitality industry level. Level 1 students primarily work as front-line staff.

Level 2 students, on the other hand, spend a minimum of 5 weeks in a single hospitality department. They take on the role of “supervisors” and are responsible for managing various operational aspects of NHL Stenden Hospitality Group. The programme encourages Level 2 students to collaborate with their Level 3 counterparts on small-scale improvements.

Similarly, Level 3 students also spend a minimum of 5 weeks in one specific hospitality department. As “managers” they are entrusted with making strategic decisions for their respective departments. Within the 5-week period, Level 3 students are expected to implement a mini-improvement project in collaboration with their Level 2 peers.

The newest addition – to the combining of theory and practice – is Project Move: an educational initiative that places real-world control in the hands of our students. A group of 25 talented individuals is managing five distinct food outlets at NHL Stenden Hospitality Group for a full 20 weeks. These students are not just responsible for the day-to-day operations; they are the ‘masters of management and organisation’, creating a unique learning ecosystem. Project Move primarily focuses on Level 2-3

students of the bachelor’s programme who are almost embarking on the final leg of their education.

Based on the above, the panel concludes that both the Ad and Ba programmes **meet** the Concretisation criterion.

Relevance

Based on the documentation, discussions with various stakeholders, and the impressions gained during the site visit, it became clear to the panel that Real World Learning is an effective way to prepare students for roles in the hospitality industry. This view is reinforced by the industry’s satisfaction with the performance of Hotel Management School Leeuwarden alumni.

The panel concludes that both the Ad and the Ba programmes **meet** this criterion.

Conclusion

The assessment panel concludes that the Ad programme Hotel Management and the Bachelor programme Hotel Management at Hotel management School Leeuwarden meet all the criteria of the distinctive feature Real World Learning.

The panel therefore advises extending the distinctive feature for both programmes.

Distinctive Feature for BA programme: Small Scale and Intensive Education (SSIE)

The board of the Hotel Management School Leeuwarden (HMSL) at NHL Stenden has formally requested the assessment panel that conducted the NVAO evaluation of the hotel school's programmes to carry out a review of the distinctive feature Small Scale and Intensive Education (SSIE) for its Bachelor programme and to deliver a judgement on it. Prior to the site visit on 18-20 March 2024, the panel studied the self-evaluation prepared by HMSL and during the visit, included the SSIE standards in the various discussions. The panel was able to gain a clear understanding of SSIE within the bachelor's programme of the Hotel Management School Leeuwarden.

Findings

A: Intended learning outcomes

The core of the Bachelor Hotel Management curriculum consists of ten learning outcomes that are all split into three levels. The learning outcomes are based on the Professional Profile Hotel Management (PEP, 2017) and reflect a strong focus on industry practices. The panel learned that the learning outcomes are not geared towards an above average scientific level but are aligned with the 'game changer-concept. A game changer is defined as "Young professionals with a solid foundation, who can strategically anticipate on changes and have a positive impact on tomorrow's world".

The ten overarching outcomes were subdivided into specific sub-level learning outcomes for each academic year, supported by indicators for student guidance. The Level learning outcomes are seamlessly integrated into each semester's Atelier Compass ensuring students have easy access to these educational milestones throughout their academic journey.

From 2024 there will be a change in the requirements for the end level projects, students are required to select at least one (to three) extra

learning outcomes on top of the already end level requirements. In this way students are challenged to strive for a higher level. The panel believes that adding additional learning objectives to the final level requirements will raise the programme to a higher standard and introduce greater diversity.

The panel is of the opinion that the learning objectives place the student at the centre, as evidenced by the fact that the learning goals encompass both professional competencies (becoming a 'manager/strategist' and 'entrepreneur'), while also allowing space for 'responsible global citizenship'. Additionally, the panel observes a clear forward-looking perspective: both through the inclusion of the 'future-proof professional' in the learning objectives and through the plan to strengthen SSIE in the coming years.

B: Curriculum: contents

The bachelor curriculum is organised in three distinct phases; foundation, main, and graduation phase (for which a graduation programme was designed), each with their own entry requirements, to encourage successful study behaviour. During the scheduling of educational activities, specific time is reserved for extra-curricular

activities to prevent any conflicts between educational activities and extra-curricular activities.

During the site visit, the panel was informed about the small-scale activities, extracurricular activities, and the roles of students and staff therein. The panel observed that various activities are currently being organised (such as the language team taking students to cultural and culinary environments), although these are still on a small scale. The panel encourages the programme to further expand this offering in the future. The panel is very positive about the student associations. During the site visit, the panel gained an understanding of the various associations and activities. The fact that there is also attention given to international students is viewed positively by the panel and is deemed appropriate given the international character of the bachelor.

The curriculum strongly emphasises individual development, beginning with skills and attitude training and advancing to higher-level self-development and lifelong learning. During practical training, students set personal learning goals and receive feedback from both student managers and practical instructors. This process prioritises individual growth and prepares students for sustained success in their chosen field. Students collaborate in small groups with industry partners, tackling real-world challenges to engage with current professional practices. Individual coaching and personalised feedback play a central role throughout the programme.

C: Learning environment

Design-Based Education (hereafter: DBE) is the foundation of the HMSL BA curriculum, which challenges students to work on real-life problems in small groups. This is organised this in Ateliers, which are working spaces where five

groups of five to six students each collaborate to solve multidisciplinary problems together with industry partners. A lecturer serves as Facilitator to a group of students, and each student individually has a Coach that focuses on their learning process. Furthermore, personal and professional development (PPD) sessions are facilitated by coaches. The atelier sessions are supported by various expert sessions in order to contribute to a holistic educational experience.

The programme places a strong emphasis on industry connection to ensure its relevance and keep students informed about industry developments. This is achieved primarily through addressing real-life challenges, leading to regular interaction between students and industry partners. Small-scale activities, such as language team outings and Industry Office-organised meetings and excursions, further enhance this connection.

Given the relatively large number of students in the bachelor's programme (it is the largest programme within HMSL), the panel also sought the students' views on the programme's small-scale nature. The students unanimously experience a friendly and familiar atmosphere within the programme. Lecturers are approachable, know the students well, and the students are pleased with the set up of the Ateliers. Students confirm that extra-curricular activities are always co-created, and they are involved in the organisation and set up of, for example, events. A current example of this is the close involvement of the students in the organisation and execution of the panel's site visit. The panel greatly appreciated the organisation managed by the students.

At the central level of NHL Stenden, the deanery and student counselling service provide support to students facing challenging circumstances.

While highly professional, there exists a certain degree of separation between this central department and the HMSL. Consequently, a counselling unit has been established within HMS, offering students support that extends beyond the regular assistance provided by academic coaches.

D: Intake

As a hospitality education, Hotel Management School NHL Stenden is entitled to select their future students. The goal of the selection procedure is to assess if a student's attitude is suitable for the hospitality industry and if a student's learning style and learning behaviour matches with the DBE-approach.

The selection process consists of two parts. Firstly, candidates apply with a personal vlog and CV. In the vlog, candidates explain their suitability and motivation for the programme of study. Secondly, during a selection day, a NOA cognitive ability computer test is used to test all candidates' logical reasoning ability, intrinsic motivation, knowledge of business economics, social insights and a number of competences (such as cooperation, organization, reflection, and communication skills) which are needed to succeed in our educational system of Design Based Education. Three face-to-face interviews with each candidate follow on the same day: one with a lecturer, one with a student, and one with an industry partner. All three persons assess the candidate's motivation, expectations, knowledge of the industry and understanding of their personal learning style and learning behaviour. The three scores are averaged and together with the result of the computer test, a final mark is calculated based on which the candidate has passed or failed.

E: Staff

The panel noticed during the site visit that the staffing at HMSL is adequate, both in terms of quantity and quality. All staff members are required to complete standard courses such as BDB and BQE, and must hold a master's degree. Moreover, all facilitators receive training in Design-Based Education (DBE), along with additional programmes, for example, KAOS and 'Your Ideal Classroom'. A number of staff members is certified Mapstell trainers, qualified to train students.

The (full-time) bachelor programme features 125 lecturers on 2,314 full time students (on which 410 are first year students). Since there are 347 students on outgoing minors and 270 students on the so called 'grand tour', the student-staff ratio is adequate in the opinion of the panel. During the site visit, this was confirmed by the students.

F: Facilities

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

Considerations

Based on the written materials and the discussions on site, the committee judges that the bachelor programme meets all the criteria of the Distinctive Feature small scale and intensive education.

In so far as the criteria of the Distinctive Feature are concerned, the committee considers that:

- the intended learning outcomes are formulated at bachelor level. In these learning outcomes the

student is positioned as a game changer-to be. This and the close cooperation with the industry is unique,

- the programme includes sufficient extra-curricular activities which are organised by students and involve both staff and students;
- students are selected following a comprehensive admissions process. The selection results in cohorts of motivated and talented students;
- staffing at HMSL is adequate, both in terms of quantity and quality. Lecturers and tutors deliver teaching according to the principles of small scale and intensive education;

- the facilities at HMSL fit the interdisciplinary setting and support efficient and effective learning, as well as community building;

Finally, the committee noticed that there are several support staff members who facilitate the student's learning experience.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that the bachelor programme Hotel Management meets all criteria of the Distinctive Feature small scale and intensive education.

Attachment 1: Assessment panel

Drs. H.A.J. Reul, MBA, voorzitter

Independent educational professional, former dean at Hogeschool Rotterdam

Dr. A. Nazarechuk

Teacher and researcher Univ of St Tomas, Manila. Auditor for THE-ICE

A. Lombarts PhD

Lector Hotelschool The Hague in the field of Hospitality, Happiness & Care

K. Beekman PhD

Lector Fontys in the field of Technology-Enhanced Assessment

W. Dupont

manager and consultant in the hospitality industry

S. Huften, student-lid

Student B Hotelmanagent Zuyd Hogeschool

The panel was supported by Liza Kozłowska, as a certified secretary.

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

Attachment 2: Schedule of the site visit

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

Day 1	Tuesday 19-03-2024
Time	Activity
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

Attachment 3: Follow-up on former NVAO Assessment

The current state of the hospitality management programmes at Hotel Management School Leeuwarden reflects a comprehensive and well-structured approach to education. Students undergo training to become adept managers at tactical (Associate Degree), strategic (Bachelor), and leadership (Master) levels within the international hospitality and service industry. A brief summary of actions taken after receiving recommendations from the previous panel can be found here and a complete overview in Appendix 3.

The Advisory Board has been refreshed, featuring representation from multiple industries, and a policy of rotation is under consideration, aligning with the panel's recommendations. To enhance communication and outreach, a communication coordinator has been appointed, and a communication plan is now in effect. Memberships in various industry associations and attendance at international conferences have been increased. The incorporation of new technologies and innovations into the curriculum is actively pursued.

Practical services for students have seen improvement, with additional food and beverage facilities introduced, including food trucks and coffee corners. A critical evaluation of practical outlets has resulted in adjustments to better align with student learning needs. In response to workload concerns, a policy on balancing teaching, assessment, and research workload for lecturers has been developed. The restructuring of the Academy into smaller learning communities in 2022 aims to encourage result-responsible teams and foster Small Scale and Intensive Education. The Fast Track programme has been tailored with a unique curriculum and a dedicated group of teachers.

The international focus of the programmes has been emphasized, with the MA programme preparing students for significant roles in the international hospitality and service industry. Efforts to increase the number of international students are hindered by the impact of Covid-19 and government regulations. Nevertheless, the MA programme is undergoing discussions to incorporate elements of the RWL experience from the BA programme, aligning with the panel's suggestion. In summary, the current state reflects a robust and evolving educational environment at HMSL, with ongoing actions addressing recommendations to continually enhance programme effectiveness and student experiences.

Attachment 4: Documents

- 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
- 15 final Works of Ad: 5 parttime, 6 Leeuwarden ft and 4 Emmen ft
- 15 final Works of Ba: 12 fulltime, 3 dual
- 15 final Works of 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

Attachment 5: Overview Assessment of the Standards

The assessment panel comes to the following judgements with regards to the standards:

	Standard 1:	Standard 2:	Standard 3:	Standard 4:
Ad Full Time	Meets the standard	Meets the standard	Meets the standard	Meets the standard
Ad Dual & Part time	Meets the standard	Meets the standard	Meets the standard	Meets the standard
Ba Full Time	Meets the standard	Meets the standard	Meets the standard	Meets the standard
Ba Dual & Part time	Meets the standard	Meets the standard	Meets the standard	Meets the standard
Ma Full time	Meets the standard	Meets the standard	Meets the standard	Meets the standard
Ma Part time	Meets the standard	Meets the standard	Meets the standard	Meets the standard
Final conclusion	Positive	Positive	Positive	Positive

