

## **Stenden University of Applied Sciences**

**Master Programmes:  
International Leisure and Tourism Studies  
International Service Management**

## **Limited Study Programme Assessment**



## Introduction

This is the assessment report of the Master degree programmes International Leisure and Tourism Studies (MILTS) and International Service Management (MISM) offered by Stenden University of Applied Sciences (Stenden). The assessment was conducted by an audit panel compiled by NQA commissioned by Stenden Hogeschool. The panel has been approved prior to the assessment process by NVAO. In this report Netherlands Quality Agency (NQA) gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment frameworks for the higher education system* of NVAO (22 November 2011) and the *NQA Protocol 2014 for limited programme assessment*.

The site visit took place on 16 and 17 December 2014.

The audit panel consisted of:

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

Dr. R. Presbury (representative profession/discipline)

Dr. F.W. Melissen (representative profession/discipline)

Ms T.B. Zuma MSc (student member)

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

The study programmes offered a critical reflection; form and content according to the requirements of the appropriate NVAO assessment framework and according to the requirements of the *NQA Protocol 2014*. The panel studied the critical reflection and visited the study programmes. Critical reflection and all other (oral and written) information have enabled the panel to reach a deliberate judgement.

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

Utrecht, 12 March 2015

Panel chairman



D.H. Sloan

Panel secretary



P. Göbel



## Summary 1

### Master International Leisure and Tourism Management (MILTS)

The panel assesses the quality of the MILTS programme as **good**. The programme was developed in cooperation with London Metropolitan University in the UK and the programme offers a double degree Master programme.

#### Intended learning outcomes

In the MILTS programme leisure and tourism are integrated and approached from an economic service management perspective. Students can opt to specialise in any one of the following leisure and tourism related fields: recreation, sports, events and conventions, media, education, culture and arts.

The learning outcomes are well articulated and cover contents, skills and attitude. They fit within international standards and frameworks (e.g. FHEQ) and represent Master level.

The programme receives the assessment **good** on standard 1.

#### Learning environment

The MILTS programme focuses on international and national developments in the leisure and tourism industry. Students must have an understanding of individual, social, economic, environmental values of leisure and tourism developments. In the programme issues like implications of leisure and tourism for the quality of life are addressed, as well as leadership and how to create and align sustainable value for the community, the industry and the individual, and the changing organisation of societies.

The MISM and MILTS programmes share a core programme of modules like Market Value Creation, Research, and Sustainable Value Creation. Both programmes show a close connection to the real world. Assignments are based on real world problems. Guest lecturers relate to the outside world within the programmes.

Research plays an important and structural role in the programme because of the focus on research in the Master thesis. International and intercultural aspects also form an integral part of the programme. Students and lecturers have an international background. Students learn to cooperate with people from different cultures and backgrounds. There is a clear and well-developed view of how to provide an international education and how to deal with culturally diverse groups.

The programme has a holistic and constructivist approach towards education. The classroom hours and the in-class activities are meant for facilitation of the self-study activities of the individual students. Next to this there are co-operative learning activities as expressed in team projects.

The students appreciate the coaching and supervision that is offered, as well as the fact that lecturers are very approachable and supportive.

Lecturers are appropriately qualified: all hold at least a Master degree. Thirty percent holds a PhD or is working on one. The teams of MILTS and MISM show much self-reflectiveness, which accounts for the improvements that they made, as well as for the clear direction in which they want to move.

The programme receives the assessment **good** on standard 2.

### **Assessment and achieved learning outcomes**

The programme assumes an integrated approach to assessment, using a mix of methods (summative and formative assessments, individual and group assessments). The programme uses a range of assessment tools, such as time-constrained examinations, management reports, presentations, essays, short answer tests, journals and case study reports. The panel has examined several dossiers of students and is convinced that the variety and the form of the assessments are fitting for a Master education. Students appreciate the feedback they receive.

For their Master proof students work on a research-based thesis. The theses are assessed by two examiners. In the moderation process the holistic approach is used. Moderation between examiners is used to grade student work based on the overall level of the thesis, for which the detailed marking sheets serve as input. An external examiner and a liaison tutor from London Metropolitan University read a sample of the Master theses. The panel has found all Master theses to be of the level required.

The programme receives the assessment **good** on standard 3.

## Summary 2

### Master International Service Management

The panel assesses the quality of the MISM (full-time and part-time) programme as **good**. The programme was developed in cooperation with London Metropolitan University in the UK and the programme offers a double degree Master programme.

#### Intended learning outcomes

The MISM programme is designed to help organisations meet the challenges of offering a competitive service portfolio. The main challenge in service management is to build the organisation's structure, strategies, processes and culture around the customer.

The learning outcomes are well articulated and cover contents, skills and attitude. They fit within international standards and frameworks (e.g. FHEQ) and represent Master level.

The programme, including MISM part-time, receives the assessment **good** on standard 1.

#### Learning environment

The MISM programme is designed to help organisations meet business challenges. It takes an integrated approach to service management, including marketing and communication, human resource management, quality management and the financial and technological aspects of service management.

The MISM and MILTS programmes share a core programme of modules like Market Value Creation, Research, and Sustainable Value Creation. Both programmes show a close connection to the real world. Assignments are based on real world problems. Guest lecturers relate to the outside world within the programmes.

Research plays an important and structural role in the programme because of the focus on research in the Master thesis. International and intercultural aspects also form an integral part of both programmes. Students and lecturers have an international background. Students learn to cooperate with people from different cultures and backgrounds. There is a clear and well-developed view of how to provide an international education and how to deal with culturally diverse groups.

The programme has a holistic and constructivist approach towards education. The classroom hours and the in-class activities are meant for facilitation of the self-study activities of the individual students. Next to this there are co-operative learning activities as expressed in team projects. The students appreciate the coaching and supervision that is offered, as well as the fact that lecturers are very approachable and supportive.

Lecturers are appropriately qualified: all hold at least a Master degree. Thirty percent holds a PhD or is working on one. The teams of MILTS and MISM show much self-reflectiveness, which accounts for the improvements that they made, as well as for the clear direction in which they want to move.

The programme, including MISM part-time, receives the assessment **good** on standard 2.

### **Assessment and achieved learning outcomes**

The programme assumes an integrated approach to assessment, using a mix of methods (summative and formative assessments, individual and group assessments). The programme uses a range of assessment tools, such as time-constrained examinations, management reports, presentations, essays, short answer tests, journals and case study reports. The panel has examined several dossiers of students and is convinced that the variety and the form of the assessments are fitting for a Master education. Students appreciate the feedback they receive.

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The programme, including MISM part-time, receives the assessment **good** on standard 3.



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# 1 Basic data of the study programmes

## Administrative data of the study programmes

1. <i>Nomenclature of the programme as in CROHO</i>	M International Leisure and Tourism Management M International Service Management
2. <i>Registration number in CROHO</i>	M International Leisure and Tourism Management 70133 M International Service Management 70134
3. <i>Orientation and level study programme</i>	Master
4. <i>Number of study credits</i>	60 EC
5. <i>Degree/award'</i>	Double degree programme: Stenden degree (Master in International Service Management and Master in International Leisure and Tourism Studies) and London Metropolitan University degree (Master of Arts in International Service Management and Masters of Arts in Leisure and Tourism Studies)
6. <i>Educational format</i>	1 year fulltime for MILTS and MISM 2 years part time: MISM
7. <i>Location(s)</i>	Leeuwarden
8. <i>Previous year of audit visit and date decision NVAO</i>	Previous visit: June 2009 Decision NVAO: June 2010
9. <i>Code of conduct</i>	Signed

## Administrative institutional data

10. <i>Name of institution</i>	Stenden University of Applied Sciences Stenden Hotel Management School – Master in International Service Management School of Leisure and Tourism Management – Master in International Leisure and Tourism Studies
11. <i>Status institution</i>	Publicly funded institution for higher education
12. <i>Result institute audit</i>	Positive

## Quantitative data regarding the study programme

### Quantitative data Master International Service Management (MISM)

Subject	Definition	Table												
Table 1: Programme yield	Diploma after two years (N + 1; numbers for 2010, 2011, 2012).	<table border="1"> <thead> <tr> <th>Year</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Intake in numbers</td> <td>30</td> <td>44</td> <td>63</td> </tr> <tr> <td>Yield in %</td> <td>46,7</td> <td>47,7</td> <td>30,2</td> </tr> </tbody> </table>	Year	2010	2011	2012	Intake in numbers	30	44	63	Yield in %	46,7	47,7	30,2
Year	2010	2011	2012											
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Yield in %	46,7	47,7	30,2											
Table 2: Degree level of lecturers	Overview of lecturers who hold a master degree or a PhD degree, in percentage of the total number of lecturers.	<table border="1"> <thead> <tr> <th>Degree</th> <th>MA</th> <th>PhD</th> </tr> </thead> <tbody> <tr> <td>Percentage</td> <td>68,7</td> <td>31,3</td> </tr> </tbody> </table>	Degree	MA	PhD	Percentage	68,7	31,3						
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Table 3: Student-lecturer ratio	The ratio between full-time enrolled students and the number of lecturers (in full time equivalent, FTE), involved in the programme.	<table border="1"> <tbody> <tr> <td>Ratio (1 October 2013)</td> <td>10,3</td> </tr> </tbody> </table>	Ratio (1 October 2013)	10,3										
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Table 4: Number of contact hours	The average number of contact hours (in clock hours) per week per study year.	<table border="1"> <thead> <tr> <th>Study year</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Contact hours</td> <td>8</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> </tbody> </table>	Study year	1	2	3	4	Contact hours	8	n/a	n/a	n/a		
Study year	1	2	3	4										
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### Quantitative core data Master Leisure and Tourism Studies (MILTS)

Subject	Definition	Table												
Table 1: Programme yield	Diploma after two years (N + 1; numbers for 2010, 2011, 2012).	<table border="1"> <thead> <tr> <th>Year</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Intake in numbers</td> <td>10</td> <td>21</td> <td>18</td> </tr> <tr> <td>Yield in %</td> <td>90</td> <td>90,5</td> <td>33,3</td> </tr> </tbody> </table>	Year	2010	2011	2012	Intake in numbers	10	21	18	Yield in %	90	90,5	33,3
Year	2010	2011	2012											
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## Short outline of the programmes

Stenden offers seven associate degrees, twenty Bachelor programmes and four Master programmes in the fields of (service) management, education, care, economics and engineering.

Both MILTS and MISM were designed and established in 2001. Both programmes were developed in cooperation with London Metropolitan University (LMU) in the UK and offer double degree Master programmes. The dual quality systems of Stenden and LMU have provided a robust and comprehensive operational framework for the programmes. In the near future Stenden will replace the partnership with LMU with a more expansive relationship with the University of Derby (UK).

Recently the MILTS and MISM programmes became part of the School of Leisure and Tourism Management and Stenden Hotel Management School respectively. This change has directly linked the programmes to the research institutes of each school. Both programmes have an international focus, and are aimed at delivering quality Masters education through industry relevant programmes.

In the Critical Reflection<sup>1</sup> the visions of the Master programmes are stated as follows:

“MILTS seeks to be visible as a strong community of staff bound by shared values and clarity of purpose, working together – professionally and academically – with creativity on inspiring and facilitating the development of international professional leisure and tourism specialists at Master level, and building strong and mutually beneficial links with industry and the wider community, and in so doing, making a direct contribution to Stenden’s vision of ‘serving to make a better world’.  
MISM is committed to providing a distinctive, international service management education at Masters level. Adopting an integrated perspective to strategic service performance improvement, the programme aims to develop international professionals, committed to sustainable approaches to service management and adept an applied research, capable of contributing to and becoming leaders within the international community.”

Each year around fifty students enrol in the MISM programme (full-time and part-time) and around twenty in the MILTS programme. After graduation MISM students find jobs like management consultant for service organisations or quality manager. The MILTS students find jobs in the field of policymaking at local, regional and national level, or management consultancy in larger leisure and tourism companies.

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<sup>1</sup> *Critical Reflection for a limited assessment*, Master in International Service Management (MISM), Master in International Leisure and Tourism Studies (MILTS), Stenden University of Applied Sciences, October 2014.

## 2 Assessment

The panel describes the findings, considerations and conclusions of each standard of the NVAO assessment framework. The final judgement concerning the study programmes will be presented in chapter 3. The MILTS programme is offered in full-time, the MISM programme both in full-time and in part-time. Where relevant a distinction between the MILTS and the MISM programmes and between part-time or full-time will be made.

### Standard 1 Intended learning outcomes

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

### Findings

In the MILTS programme leisure and tourism are integrated and approached from an economic service management perspective. MILTS addresses tourism as the most important element of leisure time. The programme uses a holistic, interdisciplinary approach based on constructivist learning. Students can opt to specialise in any one of the following leisure and tourism related fields: recreation, sports, events and conventions, media, education, culture and arts.<sup>2</sup>

The MISM programme is designed to help organisations meet the challenges of offering a competitive service portfolio. It applies an integrated approach to service management. Service provision has extended beyond applications such as banking, retailing, hospitality, insurance and health care. Nowadays media, logistics, leisure, tourism and education can be included as service industries. The main challenge in service management is to build the organisation's structure, strategies, processes and culture around the customer.<sup>3</sup>

The learning outcomes for both MILTS and MISM (ref. Appendix 1) are derived from international frameworks. Therefore both programmes can be positioned within and benchmarked against international standards. This also ensures that graduates possess a qualification (Master of Arts) that has international recognition. The programmes were designed and developed in close cooperation with London Metropolitan University (LMU), in order to guarantee the implementation of internationally recognized standards.

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<sup>2</sup> Course Document MILTS & MISM 2014- 2015, Stenden University of Applied Sciences, October 2014.

<sup>3</sup> Course Document MILTS & MISM 2014- 2015, Stenden University of Applied Sciences, October 2014.

The Dutch framework with learning outcomes for leisure and service management educational programmes is designed for the Bachelor level. For the Master programmes MILTS and MISM these learning outcomes were reformulated at the Master level. The panel is satisfied with the learning outcomes for both programmes.

The learning outcomes of both MILTS and MISM programmes were checked against and equated with the Dublin Descriptors. The learning outcomes of all modules within both programmes have been linked to the Programme Learning Outcomes and the Dublin Descriptors (ref. Appendix 2). The panel concludes that the learning outcomes are formulated at Master level.

In the United Kingdom the Dublin Descriptors were adopted as the Qualifications Framework of the European Higher Education Area, and formed the basis of the framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ). The quality procedures of LMU operate according to the framework of the FHEQ. MISM and MILTS have been systematically and repeatedly evaluated against this framework. The results emphasize that the programmes continue to meet the standards for higher education in the UK. The initial validation of the programmes by LMU established MISM and MILTS were second cycle of postgraduate awards and at Level 7 within the FHEQ framework.

In 2010 Stenden sought and was awarded international accreditation from FIBAA for the MILTS and MISM programmes. The FIBAA's report highlights the strength of the aim and objectives of both programmes.

In 2013 Stenden Hotel Management School and School of Leisure & Tourism Management were accepted as full members of THE-ICE, the International Centre of Excellence in Tourism & Hospitality Education. The programmes of the Schools, including MISM and MILTS, were assessed against fourteen standards of excellence of THE-ICE. Stenden was the first institution in the Netherlands, and the second in Europe, to have achieved full membership of THE-ICE.

The programmes invest in maintaining contact with alumni and soliciting their opinions. From the comments of the alumni it is clear that both programmes meet the needs of the students and the work-field. The panel learned from representatives in the field that they expect creative and innovative ideas from graduates. According to the panel the programmes could place more emphasis on these aspects in the learning outcomes.

Based on evaluations and accreditations the academic team would like to increase the focus on hospitality within the MISM programme and to incorporate more real world learning. This development is reflected in the proposed revised name of the programme: Master in International Hospitality and Service Management. The learning outcomes will have to be refocused accordingly. The panel endorses this adapted focus.



## Considerations and conclusion

The panel finds the learning outcomes clear and well articulated. They cover contents, skills and attitude. The learning outcomes represent the Master level. The panel has seen that the learning outcomes fit within international standards and frameworks. By submitting themselves to international frameworks the programmes have been able to benchmark internationally.

Based on above mentioned considerations the panel comes to the judgement **good** for both MILTS and MISM (full-time and part-time).

## Standard 2 Teaching-learning environment

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

## Findings

It is the aim of MILTS and MISM to offer an international oriented programme that allows its graduates to deepen their professional knowledge and to identify new opportunities for career and personal development.

### *Contents of the programmes*

The educational vision of Stenden consists of three pillars which form the foundation of the various programmes. These pillars are: problem-based learning, internationalisation and research.

### Pillar 1: Problem Based learning

In the Master programmes Problem Based Learning as such is not used, but most aspects can be associated with it. Students work on theme-based cases from professional practice, and the knowledge obtained can be applied directly. Part-time students from MISM were very positive about the usefulness of what they learned for their professional life. Furthermore there is group work next to individual assignments. Students are challenged to look actively for knowledge in literature, through research and through encounters with other students and lecturers, and with representatives of the industry. The students must interpret knowledge and insight from different disciplines, connect these, and then develop ideas for new or improved practice.

In the course of the MILTS programme students learn to monitor, describe and analyse international and national developments in the leisure and tourism industry. In order to do so students must have an understanding of individual, social, economic, environmental values of leisure and tourism developments. In the curriculum the following issues are addressed:

- the interdependent relationship between leisure, tourism and other leisure fields;
- the diverse implications of leisure and tourism for the quality of life of the people involved;
- the issue of leadership and how to create and align sustainable value for the community, the industry and the individual;
- the changing organisation of societies, the changing configuration of tourism industry, and the major transformations of social and cultural issues and how these affect tourism policy, planning and development.<sup>4</sup>

The MISM programme is designed to help organisations meet business challenges. It takes an integrated approach to service management, including marketing and communication, human resource management, quality management and the financial and technological aspects of service management. The programme takes a broad perspective on service delivery, including aspects of sustainability, intercultural communication and leadership skills.<sup>5</sup>

The MISM and MILTS programmes share a core programme (C1 to C5), which is obligatory for all students. In addition, specialised elements for different fields of services are offered, such as Leisure & Tourism and Service Management. The following modules are offered in the programmes:

Common Modules	C1	Market Value Creation
	C2	Sustainable Value Creation
	C3	Research
	C4	Personal Value Creation
	C5	Master Thesis
Specific International leisure and Tourism Studies Modules	SL1	Theoretical Perspectives of Leisure & Tourism
	SL2	Quality in Leisure & Tourism
	SL3	Policy and Planning of Leisure & Tourism
Specific International Service Management Modules	SM1	Principles of Service Management
	SM2	Service Performance Improvement
	SM3	Strategic Service Management
Elective Modules	E1	Project Management
	E2	International Management Project
	E3	Critical Impacts on Tourism
	E4	Change Management

<sup>4</sup> Course Document MILTS & MISM 2014-2015, Stenden University of Applied Sciences, October 2014.

<sup>5</sup> Course Document MILTS & MISM 2014-2015, Stenden University of Applied Sciences, October 2014.

To ensure that the broad programme outcomes can be achieved, a set of specific objectives encompassing critical competencies (including conceptual reasoning, strategic analysis, research) has been developed for the programmes. In an overview the relationship between Dublin Descriptors, QAA (Quality Assurance Agency) standards, programme aims and learning outcomes of MILTS and MISM is shown (ref. Appendix 2). The panel appreciates the insight this overview provides and would like to advise the programmes to work out the mapping from Dublin Descriptor into learning outcomes even more precisely by adding elements relating to innovation, creativity and dealing with incomplete information. In a second overview the programmes have linked the learning outcomes to the module objectives. This ensures that all objectives are addressed in various modules. The panel values these overviews positively. They show a clear translation of competencies into learning outcomes and module objectives, as well as a clarity of purpose.

Both programmes show a close connection to the real world. During modules, e.g. Personal Value Creation, Market Value Creation and Sustainable Value Creation, the content is related to the outside world. Guest lecturers and managers from for instance KPN, Shell and De Bijenkorf are invited. For some assignments students do research (service enquiry) in the shops of Leeuwarden. There are field trips to Amsterdam to meet alumni in their professional world (e.g. Concertgebouw, De Bijenkorf).

Projects and assignments are based on real world problems. Through these students get different insights, different points of view that enable them to think independently. Besides, most students have work experience which they share during classes. Students develop an entrepreneurial attitude which they need in a market where traditional jobs are disappearing. They must be able to create their own jobs.

The panel concludes that contentwise both programmes prepare students well for the real world.

#### Pillar 2: Research

Mastery of research skills plays a structural role in the MILTS and MISM curricula. These skills are acquired and exercised throughout the curriculum. In the thesis students show the Master level of these skills. The Research module includes the review of literature, the definition of a problem, development of research design, gathering data and analysis of these data into a meaningful report. Based on the feedback of students there now is a focus on research from the start of the programme which also enables students to start thinking about a relevant subject for their thesis. According to alumni and students the research part is very beneficial. The panel is very pleased with the revised research structure. It supports students to start with their Master thesis early in the programme.

The European Tourism Futures Institute (EFTI) and the Academy of International Hospitality Research (AIHR) belong to the research core of Stenden. Furthermore Stenden is an active partner within the Centre of Expertise for Leisure, Tourism and Hospitality (CELTH). These research centres offer the programmes opportunities for integration, mutual support and programme enhancement. The management of the programmes have a clear view on what research should mean in the Master programmes. They are creating a research mentality by enabling lecturers to do a PhD at the Rijksuniversiteit Groningen, by appointing researchers who do research and who teach at the same time. By doing research that is demand driven, researchers can get a good idea of the current issues in the field. The panel appreciates the opportunities Stenden offers students for integrating into the wider community of the two schools involved. Recently Stenden hosted a research conference. Stenden also produces a research journal, *Research in Hospitality Management*, in which collaboration with students and lecturers results in publications on current research issues.

### Pillar 3: Internationalisation

The panel concludes that MILTS and MISM curricula are internationally and interculturally oriented programmes to provide students with the skills for professional participation in a multicultural society based on value-oriented principles. Students learn to cooperate with people from different cultures and backgrounds. They learn to look beyond their own borders and to adopt an open approach to the unknown. The panel is pleased with how the international and intercultural aspects are dealt with in the curricula. Students are encouraged to do research and their final thesis on a variety of international issues and thus come across world wide literature.

The international ambition is supported through the content of the curriculum, and the international background of students and staff. This is confirmed by the students. There are international activities in which they can partake, e.g. a field trip to London Metropolitan University, a cross-cultural course at LMU. The groups consist of students with different nationalities, although the diversity in countries is limited. At the moment most students are from China. Stenden is now focussing on Brasil, in order to get a better balance in nationalities. Support is in place both institutionally and through individual academic supervisors to help students deal with any difficulties.

Students and alumni find it stimulating and challenging to work in a group of students with different cultural backgrounds. The different backgrounds are discussed during the lessons and the information is used to decide how to approach certain organisations or how to develop a concept for an organisation. While working on a project students become aware of their reactions to different styles of communicating and working. They learn to respect each other and to work as a team. From the lecturers the panel learned that students have no real problems to work with students with different nationalities.

### *Structure of the programmes*

The programmes have a holistic and constructivist approach towards education, focussing on competencies in which knowledge, skills and attitudes are integrated. The self-development of the students is stimulated by appropriate teaching, learning and assessments strategies.

The programmes use a variety of teaching methods, such as lectures, seminars, workshops/skills labs, case study, project, independent self-study, presentations, personal coaching and the Master thesis. The focus on seminars where students share experiences and discuss multiple viewpoints, case studies, self-study, and presentations of findings of research are consistent with what is required on a Master level, according to the panel.

Content-wise the part-time MISM programme is exactly the same as the full-time programme. The content is spread over two years instead of one year. Some aspects are customized to suit the part-time students. Part-time students come to Leeuwarden for a whole day every two weeks.

Everyone is happy with the contents of the programmes, but according to the students some improvements could be made in the organisation and the communication. Especially the part-time students want to use their one day at school as efficient as possible. It is important to note that part-time students face particularly challenging circumstances, and every effort should be made to meet their requirements.

Students are satisfied with the coaching and supervision. The course leader is responsible for the academic and personal advising. Students who indicate that they have a need, can make an appointment. Students told the panel that they appreciate the open-door policy. Lecturers are very approachable.

Supervision is related to the Master thesis. The allocation of the supervisor will take place as soon as the first draft of the Master thesis subjects are available. Allocation is based on expertise of supervisors in relation to the Master thesis subject. The student and the supervisor work out a programme of regular meetings. Most of the time students approach a lecturer to discuss a possible topic for the thesis. There are twenty hours available per student for supervision. According to the supervisors this is enough.

### *Staff*

The MISM and MILTS programmes are managed and coordinated by a core team. This core team is supported in the delivery of the programmes by an auxiliary team. The members of the teams are responsible for teaching, tutoring and delivering workshops/seminars. A specialist team of thesis supervisors and second assessors for the Master thesis is selected from these teams.

All lecturers are appropriately qualified and possess relevant academic and/or industry experience and current research activity. Around thirty percent of the lecturers possess a PhD, is finalizing a PhD or preparing for a PhD. All lecturers hold a Master degree.

Until 2011 the two programmes were housed in the School of Graduate Studies. After some consideration the programmes were reassigned to specific Schools. The MILTS programme is now incorporated in the School of Leisure and Tourism Management (SLTM) and the MISM programme in Stenden Hotel Management School (Stenden HMS).

During the site visit the advantages of the re-housing were discussed with the panel. The panel agrees that both programmes are now embedded within a much wider academic structure, which enhances the expertise available to the programmes. Another implication is that the programmes became associated with the research units of these Schools. For the MILTS programme the research unit is the European Tourism Futures Institute and for the MISM this is the Academy of International Hospitality Research. The new structure also made it possible to employ highly qualified staff because of their ability to contribute to multiple units, e.g. Professor Conrad Lasley who is engaged in the International Hotel Management BBA programme, the MISM programme and the Academy of International Hospitality Research.

To ensure that the teaching teams of both programmes operate effectively, regular meetings of the entire academic team are held. To address the risk that the programmes become disassociated and disparate a Management Masters Team was created to oversee the management of the programmes.

The panel was impressed by the self-reflectiveness of the teams. Not only do they have a clear view on what is best for both programmes from an organizational point of view (e.g. re-housing), but also from a content-wise point of view. Feedback from FIBAA accreditation and from students suggested that the wide scope of the MISM programme is not fulfilling the expectations of students and the needs of the industry. As of 2015 the focus will be on Hospitality and Service Management. The learning outcomes will be adapted accordingly and the name of the programme will be changed to Master in International Hospitality and Service Management. The panel was very pleased to hear that Real World Learning will be included in the programme, be it optional. The MILTS programme is also evolving. For example, the key modules will be doubled in weight/studypoints in order to bring theory and practice together more clearly.

### *Facilities*

The panel was shown around the school and appreciates the facilities available to students. In the library there is a separate section for the Master students. Students also have access to the London Metropolitan University library and to the electronic journals. Blackboard is used as a communication tool.

Although space is continually scarce between ten AM and three PM, Master students can book a meeting room next to the Master Office. The management tries to create a special room for Master students. For the international students there is an International Office that checks the applications of incoming students and holds interviews with these students. The International Office supports students in every way they can.

Stenden offers special support to students with a handicap. There is a special handicap & study contact person at the student counselling office who can advise about the available facilities and act as a mediator.

The programmes are very keen to get as much feedback from students as they can in order to continually improve the programmes. Questionnaires are used to get feedback from students on content, scope and orientation of the programme or the modules. The results are amalgamated in a report and discussed. The Board of Study in which students are represented, generates qualitative feedback on the programme. During the visit it became apparent that this Board of Study is not widely known among students. On the other hand, students mentioned that lines are very short and that informal feedback is always appreciated.

Because of their cooperation with London Metropolitan University the programmes are monitored closely by the quality assessment mechanism of this university. The procedure requires module logs and course logs. The results are positive.

### **Considerations and conclusion**

Both programmes show a clear strategic direction and a clarity of purpose. Both programmes are current and relevant. They link to current issues in the real world that are underpinned by research. The programmes therefore provide students with opportunities for intellectual and professional progression, thus providing them significant opportunities for securing employment and moving on in their careers.

The panel found the self-reflectiveness of the team really striking and rare in an academic environment. The restructuring of both programmes is the most recent evidence of this attitude. The switch from LMU to the University of Derby is another example. The panel has seen that they are constantly evolving and improving in order to deal adequately with current and future issues.

There is a clear and well-developed view of how to provide an international education and how to deal with culturally diverse groups. Staff are open, approachable and supportive, which was confirmed by the students. The team, including students and staff, show cohesiveness and a commonality of purpose.

Based on above mentioned considerations the audit team comes to the judgement **good** for both MILTS and MISM (full-time and part-time).

### Standard 3

### Assessment and achieved learning outcomes

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

#### Findings

##### *Assessment system*

The assessment policy for MILTS and MISM is laid down in the document *Assessment and Testing Policy 2014* (Leeuwarden, 2014). In this document an overview is given of all forms of assessments per module. For the Master theses there is a separate document *Master Thesis Handbook* (Stenden University of Applied Sciences, 2014). Everything students need to know about the Master theses, including the assessment forms, can be found in this document.

The panel concludes that MILTS and MISM provide a comprehensive assessment system, which meets the criteria of validity, reliability and transparency. The programmes assume an integrated approach to assessment, using a mix of methods. This approach contains summative and formative assessments, individual and group (of three students) assessments, and different forms of assessment tools. Next to a group project there always is an individual test. Examinations and assignments are used to assess student's knowledge, skills and attitude in an integral way, in a theme-based manner and attuned to the real world. The programmes use a range of assessment tools, such as time-constrained examinations, management reports, presentations, essays, short answer tests, journals and case study reports. The panel has examined several dossiers of students and is convinced that the variety and the form of the assessments are fitting for a Master education. Students appreciate the feedback they receive.

In the Master thesis students demonstrate they have achieved the final competencies. The thesis is presented in the form of a plan-based, systematic piece of work, and represents the culmination of the students' course of study. It must fulfil the technical requirements for a thesis (structure, problem formulation, research setup, presenting of findings and conclusions). Recently MILTS and MISM have revised the curriculum in order to have a focus on research and the master thesis earlier on in the programme.

In the introduction programme students are now introduced to the thesis and the skills needed. Students are asked for ideas for a research topic. During a field trip to London Metropolitan University students discuss their topic with lecturers from this institute. Back at Stenden they give a poster presentation for their fellow-students. This can be daunting for some students who are not used to discussion in larger groups. Therefore the programmes are now introducing discussions on the topics in smaller groups.



Students start writing a draft Master thesis proposal during the Research module. The thesis proposal is used as assessment of the Research module. Based on the proposal a supervisor is allocated to the student. In the second half of the study students start to collect data, to analyse the data and to write the thesis. The research centres play an important role in providing input into the Master thesis.

The Master thesis is assessed by two persons; the supervisor and a second member of staff. The examiners independently fill in the feedback on the marking sheet. Then in a moderation session they discuss the differences. To date there have only been small differences in the feedback and the marking. When the differences become bigger a third examiner can be asked to grade the thesis.

There are now two groups of criteria that are used by the examiners to assess the thesis. The examiners weigh the outcome of the criteria in a holistic way to assess the student's work. During the site visit the programmes explained that they continually improve the marking sheets and thus initially the panel was not aware of this holistic approach. After the explanation the panel was satisfied with this approach. The panel would like to recommend that the approach to grading theses is clarified, also in writing, both for students and those external to the university.

A sample of Master theses is read by an external examiner appointed by London Metropolitan University and a liaison tutor from London Metropolitan University. The external examiner also has to verify the exam papers, assessment instruments and marking schemes, and to determine whether the standards of the programmes are appropriate for qualifications at Masters level. The examiners from Stenden are appointed by the Master Programmes Examination Committee. The Examination Committee checks that there are two examiners per Master thesis. The Examination Committee also checks whether the grade for the thesis is in line with other grades the student received. The panel concludes from interviews, reports and minutes, that these mechanisms are robust and assure the quality of assessment.

#### *Realisation of the intended learning outcomes*

The panel has studied 23 Master theses, 9 from the MILTS programme, 10 from the full-time MISM programme and 4 from the part-time MISM programme. The panel concludes that all Master theses comply with the Master level. Students do research and report on the results in a rather limited period of time (15 EC spread over half a year). In all the theses a clear structure could be found. Starting with a theoretical part: critical review of relevant literature, resulting in a conceptual model and definitions. In the methodological part the research strategy is presented. In the empirical part the findings are presented and analysed. And finally the integrative part contains a critical reflection to the findings. Some students had some difficulty with this last part. In those cases the conclusions lacked clarity.

Initially the panel had some doubts about the grading of two of the theses. After an explanation, the panel was satisfied that there are no recurring issues with the approach to marking, nor with the consistency of marks and grades awarded.

The panel was surprised to find that top marks were seldom awarded (two out of 80 students scored above 8). One of the reasons may be that most students are not too familiar with the English language. Another reason can be the limited time available for the thesis. The panel concludes that this does not seem to cause any problems or confusion as the grading is consistent.

The representatives of the industry appreciate the international culture in both programmes. Graduates from Stenden are well liked by the industry. After graduation MISM students find work in a variety of sectors: from hospitality, retail and financial services to (para)medical institutions and public organisations. Graduates perform successfully as: management consultant for service organisation, quality manager, lecturer and trainer, or marketing consultant. The graduates from the MILTS programme find jobs in the leisure and tourism sector: policymakers at local, regional and national level, management consultancy in larger leisure and tourism companies, such as hotel chains and leisure parks, or management and coordination of the interests of different industries and stakeholders.

### **Considerations and conclusion**

The programmes have a holistic approach to education and assessments with a focus on the personal, professional and intellectual development of students. In the moderation process this holistic approach works well. Individual examiners still use marking sheets to grade the work in more detail. Moderation between examiners is then used to weigh the outcome of the criteria in a holistic way to assess the student's work. The doubts the panel may have had about one or two of the theses were clarified after the explanation about this holistic approach. The panel would like to recommend to provide students and people from outside the programmes with these clarifications on the grading process, also in writing.

The Examination Committee checks whether the grade for the thesis is in line with other grades the student received. The external examiner from LMU checks all exams. The quality assurance including the testing procedures are comprehensive and robust.

Based on above mentioned considerations the audit team comes to the judgement **good** for both MILTS and MISM (full-time and part-time).

### 3 Final judgement of the study programme

#### *Assessments of the standards*

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

<b>Standard</b>	<b>Assessment MILTS</b>	<b>Assessment MISM full-time</b>	<b>Assessment MISM part-time</b>
<i>1 Intended learning outcomes</i>	Good	Good	Good
<i>2 Teaching-learning environment</i>	Good	Good	Good
<i>3 Assessment and achieved learning outcomes</i>	Good	Good	Good

#### **Considerations**

Weighing of the judgements with regard to the three standards based on the justification for the standards and according to the assessment rules of NVAO:

- The final conclusion regarding a programme will always be “unsatisfactory” if standard 3 is judged “unsatisfactory”. In case of an “unsatisfactory” score on standard 1, NVAO cannot grant a recovery period.
- The final conclusion regarding a programme can only be “good” if at least two standards are judged “good”; one of these must be standard 3.
- The final conclusion regarding a programme can only be “excellent” if at least two standards are judged “excellent”; one of these must be standard 3.

#### **Conclusion**

The audit panel assesses the quality of the Master programme International Leisure and Tourism Studies and of the Master programme International Service Management (full-time and part-time) of Stenden University of Applied Sciences as **good**.



## 4 Recommendations

### Standard 1

The panel learned from representatives in the field that they expect creative and innovative ideas from graduates. The panel advises the programmes to lay more emphasis on these aspects.

### Standard 2

In an overview the relationship between Dublin Descriptors, QAA standards, programme aims and learning outcomes of MILTS and MISM is shown. The panel appreciates the insight this overview provides and would like to advise the programmes to work out the mapping from Dublin Descriptor into learning outcomes even more precisely by adding elements relating to innovation, creativity and dealing with incomplete information.

### Standard 3

The panel would like to recommend to provide students and people from outside the programmes with a clarification on the holistic approach to the grading process.



## 5 Appendices





## Appendix 1: MILTS and MISM Programme Learning Outcomes

<b>1: General objectives</b>	<p>1a: The ability to read critically and think independently about issues related to leisure, tourism and service, and the leisure, tourism and service industry in order to develop future vision and make strategic choices.</p> <p>1b: Internalisation of basic knowledge (relevant professional understanding), skills and attitudes (social skills and abilities, emotional resilience), metaqualities (creativity, mental agility, balance of learning habits and skills, self-knowledge) in order to decide upon his/her own guiding role in these choices.</p> <p>1c: The ability to perform his/her job from a broader frame of reference and from a well-defined value orientation.</p>
<b>2: Conceptual reasoning</b>	<p>2a: The student is able to think in concepts that explain the nature and development of the (international) service industry and apply these concepts to the contemporary context of this industry. In doing this the student will take into account the multidisciplinary and interdisciplinary character of leisure and tourism and the main disciplinary theories and perspectives towards the leisure, tourism and service industry.</p> <p>2b: The ability to communicate ideas clearly and effectively in discussions, presentations and reports.</p>
<b>3: Strategic analysis</b>	<p>3a: Critical understanding of strategy questions and strategic planning in the leisure, tourism and service industry from a multidisciplinary and interdisciplinary perspective.</p> <p>3b: The ability to analyse, evaluate, and appreciate strategic policy documents accordingly.</p>
<b>4: Quality questioning and social responsibility</b>	<p>4a: Understanding of the interwovenness of the leisure, tourism and service industry with human interests, the quality of (human) life and human well-being, with society and the natural environment.</p> <p>4b: Awareness of the social responsibility of service companies and knowledge of important concepts and theories of business ethics. Understanding of the reflection on service quality as an essential subject in the scientific study of services and service industry.</p> <p>4c: Developing a critical attitude towards existing quality concepts. The ability to apply these understandings to practical quality questions regarding service provision processes.</p>
<b>5: Research competency</b>	<p>5a: The ability to understand, produce, and present academic evidence at a basic level. This includes the review of literature, the definition of a problem, development of research design, gathering data, and analysis of these data into a meaningful report.</p> <p>5b: The ability to critically evaluate and analyse the results of research regarding services and interpret findings (seek, handle and interpret information).</p>
<b>6: International orientation</b>	<p>6a: Ability to develop a critical vision on the globalisation process and the role of multinational service companies.</p> <p>6b: The ability to develop communication skills in general and intercultural communication skills in particular.</p> <p>6c: The ability to act in an international environment or organisation.</p>

<b>7:</b> <b>Making a difference to practice</b>	<p>7a: The ability to use theoretical models as a tool to test decisions and the consequences of decisions before these are taken.</p> <p>7b: This ability is combined with the ability to test theory to the practice and, if necessary, to fine-tune the theory so that it better fits the practice.</p>
<b>8:</b> <b>Service Management competency</b>	<p>8a: Knowledge of the five management functions that are actively involved in creating and delivering services: marketing, operations, finance, technology and human resources.</p> <p>8b: Although managers within each function may have specific responsibilities, effective co-ordination is the name of the game. They all must participate in strategic planning, and the execution of specific tasks must be well co-ordinated. Students have an understanding of the necessity of this co-ordination and are able to explain the requirements of this co-ordination process.</p>

## Appendix 2: Master level of the study programmes

### Relationship Between Dublin Descriptors, QAA Standards and MISM and MILTS Programme Aims and Learning Outcomes

Dublin Descriptors Masters Level	QAA standards Master degrees are awarded to students who have demonstrated:	MILTS and MISM Programme aims	MILTS and MISM Programme Learning Outcomes
<p><b>DD1: Knowledge and understanding</b> Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context</p> <p><b>DD2: Applying knowledge and understanding</b> Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study</p>	<p>A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice</p> <p>A comprehensive understanding of techniques applicable to their own research or advanced scholarship</p> <p>Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline</p> <p>Conceptual understanding that enables the student: (1) to evaluate critically current research and</p>	<p><b>Academic Aim:</b> To develop the student's intellectual skills and competencies i.e. to assist the student to develop, in the field of leisure and tourism, a way of independent thinking and working, based on academic, professional, and international expertise.</p>	<p>1c: The ability to perform his/her job from a broader frame of reference and from a well-defined value orientation (DD2)</p> <p>2a: The student is able to think in concepts that explain the nature and development of the (international) service industry and apply these concepts to the contemporary context of this industry. In doing this the student will take into account the multidisciplinary and interdisciplinary character of leisure and tourism and the main disciplinary theories and perspectives towards the leisure and tourism industry(DD2)</p> <p>4a: Understanding of the interwovenness of the leisure and tourism industry with human interests, the quality of (human) life and human well-being, with society and the natural environment (DD1)</p> <p>4b: Awareness of the social responsibility of service companies and knowledge of</p>

	<p>advanced scholarship in the discipline, (2) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</p>		<p>important concepts and theories of business ethics. Understanding of the reflection on service quality as an essential subject in the scientific study of services and service industry (DD1)</p> <p>4c: Developing a critical attitude towards existing quality concepts. The ability to apply these understandings to practical quality questions regarding service provision processes (DD2)</p> <p>5a: The ability to understand, produce, and present academic evidence at a basic level. This includes the review of literature, the definition of a problem, development of research design, gathering data, and analysis of these data into a meaningful report (DD1).</p> <p>7a: The ability to use theoretical models as a tool to test decisions and the consequences of decisions before these are taken (DD2).</p> <p>7b: This ability is combined with the ability to test theory to the practice and, if necessary, to fine-tune the theory so that it better fits the practice (DD2)</p> <p>8a: Knowledge of the five management functions that are actively involved in creating and delivering services: marketing, operations, finance, technology and human resources (DD1)</p>
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<p><b>DD3: Making judgements</b> Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;</p> <p><b>DD4: Communication</b> Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</p>	<p><b>Typically, holders of the qualification will be able to:</b> Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</p> <p>Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level</p> <p>Continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>	<p><b>Professional Aim:</b> To provide students with in-depth knowledge and specialised skills necessary to prepare them for playing a significant role within the development of the international leisure and tourism industry.</p>	<p>1a: The ability to read critically and think independently about issues related to leisure and tourism and the leisure and tourism industry in order to develop future vision and make strategic choices (DD3)</p> <p>1b: Internalisation of basic knowledge (relevant professional understanding), skills and attitudes (social skills and abilities, emotional resilience), metaqualities (creativity, mental agility, balance of learning habits and skills, self-knowledge) in order to decide upon his/her own guiding role in these choices (DD3)</p> <p>2b: The ability to communicate ideas clearly and effectively in discussions, presentations and reports (DD4)</p> <p>3a: Critical understanding of strategy questions and strategic planning in the leisure and tourism industry from a multidisciplinary and interdisciplinary perspective (DD3)</p> <p>3b: The ability to analyse, evaluate, and appreciate strategic policy documents accordingly (DD3)</p> <p>5b: The ability to critically evaluate and analyse the results of research regarding services and interpret findings (seek, handle and interpret information) (DD3)</p> <p>6a: Ability to develop a critical vision on the globalisation process and the role of</p>
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			<p>multinational service companies (DD3)</p> <p>6b: The ability to develop communication skills in general and intercultural communication skills in particular (DD4)</p> <p>8b: Although managers within each function may have specific responsibilities, effective co-ordination is the name of the game. They all must participate in strategic planning, and the execution of specific tasks must be well co-ordinated. Students have an understanding of the necessity of this co-ordination and are able to explain the requirements of this co-ordination process (DD3)</p>
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<p><b>DD5: Learning skills</b> Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p><b>And holders will have:</b> The qualities and transferable skills necessary for employment requiring: (1)the exercise of initiative and personal responsibility, (2) decision-making in complex and unpredictable situations and (3) the independent learning ability required for continuing professional development.</p>	<p><b>Personal Aim:</b> To encourage the development of the student's personal qualities. This includes the development of above-average interpersonal skills, a high degree of self-confidence, initiative and enterprise, and an appropriate attitude to work. The personal development of the students is given special attention in the Personal Value Creation module for the full-time Master.</p>	<p>6c: The ability to act in an international environment or organisation (DD5)</p>
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## Appendix 3: Study programme structure

### Current MISM Programme Structure

<b><i>Unit 1: Setting the Framework (10 wks)</i></b>		
<b>Principles of Service Management (5 EC)</b>	<b>Market Value Creation (5 EC)</b>	<b>Sustainable Value Creation (5 EC)</b>
<b><i>Unit 2: Making the Framework Operational (10 wks)</i></b>		
<b>Service Performance Improvement (5 EC)</b>	<b>Research (10 EC)</b>	
<b><i>Unit 3: Beyond the Framework (10 wks)</i></b>		
<b>Strategic Service Management (5 EC)</b>	<b>Personal Value Creation (5 EC)</b>	<b>Master Thesis (5 EC)</b>
<b><i>Unit 4 : Elective &amp; Master Thesis (10 wks)</i></b>		
<b>Elective (5 EC)</b>	<b>Master Thesis (10 EC)</b>	

## Proposed MILTS Programme Structure

<b>Module 1: Setting the Framework: The Past (10 wks)</b>		<b>Conversion Module (120 hrs)</b>
<p><b>Theoretical Perspectives on Leisure and Tourism (10EC)</b> Explores conceptual contributions of philosophy, psychology, sociology, geography and economics to the field of L&amp;T. Sustainability will be a core element in this and will draw the contributions of theory into debate with the viewpoint of stakeholders, with a specific tourism destination as case (for example, Waddenzee UNESCO site)</p>	<p><b>Research 1: Defining a Contemporary Topic (5 EC)</b></p>	<p><b>Introduction</b> including Study Start Week</p>
<b>Module 2: Operationalizing the Framework: The Present (10 wks)</b>		
<p><b>Quality of Leisure and Tourism (10 EC)</b> Analyses quality aspects of L&amp;T in the context of quality of human life, from a multidisciplinary aspect followed by an applied case involving Destination Management</p>	<p><b>Research 2: Thesis Proposal (5 EC)</b></p>	<p><b>Personal Coach and Career Planning</b></p>
<b>Module 3: Beyond the Framework: The Future (10 wks)</b>		
<p><b>Policy and Planning &amp; the Future of L&amp;T (10 EC)</b> Explores the frameworks and issues for the development of policy in Leisure and Tourism, incorporating scenario planning methods (in conjunction with ETFI) and incorporating change management and project management attributes</p>	<p><b>Research 3: Data Collection (5 EC)</b></p>	<p><b>University of Derby Study Trip</b></p>
<b>Module 4: Master Thesis (10 wks)</b>		
<p><b>Thesis: Analysis and writing (10 EC)</b></p>	<p><b>Critical Debates in Tourism (5EC)</b></p>	<p><b>Elective and UoD work may be linked</b></p>

## Appendix 4: Expertise members auditpanel and secretary

### Mr. D.H. Sloan, chair person

Mr Sloan has primarily been asked due to his extensive experience of educational management as Head of Oxford School of Hospitality Management. His role includes management of all educational provision, external engagement, alumni relations, overseas collaborative provision and academic research. He is Founder and Chair of Oxford Gastronomica, Oxford Brookes University's centre for the study of food, drink and culture. Established in 2007, Oxford Gastronomica promotes academic enquiry, engages a wide audience through regular public events and supports students' learning. He has been instrumental in creating the Oxford Gastronomica Library, now one of the world's most substantial collections of culinary text. He is familiar with the accreditation system based on previous audit visits, has wide (international) knowledge of (higher) education and educational processes based on his qualifications and work experience. He has been individually briefed on the audit visit process, accreditation in higher education and NQA's working method.

### *Education*

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

### *Work experience*

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

### *Publications:*

Sloan D (2013) *Food and Drink: the cultural context*, Goodfellows, Oxford  
Sloan D (Ed) (2005) *Culinary Taste: Consumer Behaviour in the International Restaurant Sector*, Butterworth Heinemann: Oxford

### Mr dr.ir. F.W. Melissen

Mr Melissen has primarily been asked due to his professional area of expertise in the domain of hotel, facility and tourism management. Mr Melissen is member of the management team, manager of research and senior lecturer and researcher of the academy of Hotel & Facility Management at NHTV Breda University of Applied Sciences. He recently co-edited and co-authored the study book *Hospitality Experience; An introduction to hospitality management* and regularly publishes articles (in leading journals) and gives presentations in/at journals/congresses relevant to Leisure, Tourism en Service Management. Mr Melissen has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

*Education:*

- 1999 – 2003 Doctor of Philosophy in Industrial Engineering and Management Science - Eindhoven University of Technology
- 1989 – 1996 Master of Science in Industrial Engineering and Management Science - Eindhoven University of Technology

*Work Experience:*

- 2006 – present Management Team, Manager of Research and Senior Lecturer & Researcher - Academy of Hotel & Facility Management - NHTV Breda University of Applied Sciences
- 2003 – 2006 Assistant professor, Department of Management Science – RUG (Groningen University)
- 1996 – 2003 Researcher, lecturer and student counselor - Eindhoven University of Technology

*Publications 2013 and 2014 (more on request):*

- Melissen, F, Van der Rest, JP, Josephi, S and Blomme, R (Eds) (2014) *Hospitality Experience; An introduction to hospitality management*. Groningen/Houten: Noordhoff uitgevers.
- Melissen, F (2014) 'The concept of hospitality', in Melissen et al. (Eds) *Hospitality Experience; An introduction to hospitality management*, Groningen/Houten: Noordhoff uitgevers, 11-36.
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- Melissen, F (2013) 'Sustainable hospitality: a meaningful notion?', *Journal of Sustainable Tourism*, 21, 6: 810-824.
- Smit, B and Melissen, F (2013) 'A systems approach to experience design', *Service Design + Tourism Conference*, 7-9 November, Sarasota, Florida, USA (conference presentation; abstract refereed).
- Melissen, F (2013) 'Hotels, hospitality and sustainability', in Wood, R C (Ed) *Key Concepts in Hospitality Management*, London: Sage, 68-72.

*Ms dr. R. Presbury*

Ms Presbury has primarily been asked due to her professional area of expertise in the domain of tourism and hospitality. She is senior lecturer Hotel Management and chair of the Teaching and Learning Committee at Blue Mountains International Hotel Management School (BMIHMS), New South Wales, Australia. Recently Ms Presbury completed a Master of Higher Education at the Australian National University. At the moment she is writing a study book with Dr Frank Feng from Les Roches Jin Jiang International Hotel Management College on Hospitality Education. Ms Presbury has been an auditor for THE-ICE for the last three years and audited tourism and hospitality programmes in China, Thailand, Malaysia and The Netherlands. She is familiar with the accreditation system based on previous audit visits, has wide international knowledge of higher education and educational processes based on her qualifications and work experience. Ms Presbury has received our manual for panel members and has been briefed individually on the audit visit process, accreditation in higher education and NQA's working method.

*Education:*

2013	Master of Higher Education - Australian National University
2009	PhD "Service Quality" - University of Western Sydney
1999	Graduate Certificate in International Hotel Management - Southern Cross University
1993	Advanced Certificate in Training and Development - Sydney Technical College
1992	Advanced Certificate in Personnel Management - Sydney Technical College
1989	Advanced Certificate in Hospitality and Catering - Ryde College of Technical and Further Education
1984	Bachelor of Arts, Majored in Economics – Industrial Relations and Political Science - University of New South Wales

*Work Experience:*

2008 – present	Senior lecture - Blue Mountains International Hotel Management School
1999 – 2008	College of Business, School of Management, University of Western Sydney
2005 – 2008	Co-ordinator and lecturer in undergraduate and postgraduate programs
2003	Course Coordinator, Bachelor of Business Administration
1999 – 2003	Course Coordinator, Master of International Tourism & Hotel Management
1988 – 1998	Head of Studies - Williams Business College
1995 – 1998	Senior Lecturer - William Blue Hotel Management School
1992 – 1995	Event Manager - Sydney Marriott Hotel
1991 – 1992	Event Sales & Conventions Manager - The Southern Cross Hotel
1985 – 1991	Banqueting Services Manager, Restaurant Manager, Banquet Operations Coordinator, Banquet Floor Supervisor - Holiday Inn Menzies

*Other activities:*

2011 – present Auditor - THE-ICE Assessment Panel – [www.the-ice.org](http://www.the-ice.org).

*Refereed Conference Papers:*

- Presbury, R., Illingsworth, J., and Richardson, S. Work Integrated Learning: Expectations and Perceptions from Masters Students and Hotel Hosts. 12<sup>th</sup> APacCHRIE Conference 2014, Kuala Lumpur, Malaysia.
- Presbury, R., and Richardson, S. An appraisal of important hotel attributes: a perspective from managers and customers of Sydney hotels. CAUTHE Conference 2014, Brisbane, Australia

*Mrs drs. T.B. Zuma MSc*

Mevrouw Zuma has been invited as a student panel member. She studies the hbo-master degree of Executive Master Imagineering at NHTV Hogeschool in Breda. At NHTV she provides information to executives who are considering participation in the Executive Master Imagineering. She is an independent consultant at Zuma Management in Voorschoten. Mrs Zuma represents the students' view on teaching methods, facilities and quality of field work. She has been given additional individual briefing about audit visit procedures and NQA's working method.

*Education:*

- 2012 – 2014 Master of Business Innovation (expected) - NHTV  
2009 – 2010 Strategisch Brand Management - Rijksuniversiteit Groningen/AOG  
2005 – 2008 Master of Science in Business Administration - Business University Nyenrode  
2000 – 2005 Bachelor of Business Administration - Hogeschool van Amsterdam  
2001 – 2002 NIMA C1, Strategische Marketing - NIMA Nederlands Instituut voor Marketing

*Work experience:*

- 1991 – 2014 Independent consultant - Zuma Management, Voorschoten  
as Account Manager, Account Director, Client Service Director,  
(Sr) Communication Employee, Communication Manager, HBO-teacher  
Strategic Marketing, Thesis Supervisor HBO-CE, Operations Manager,  
Management Consultant, Project Manager Offline, Trade Marketeer,  
Marketeer, Magazine Manager, Traffic Manager, Start-up Consultant, Online  
Projectmanager, Manager Marketing & Communicatie, Teamleader

*Ms drs. P. Göbel*

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

*Education:*

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

*Work Experience:*

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

*Other:*

- 2006 – 2011 Boardmember VVAO  
2015 - Boardmember VVAO Groningen

## Appendix 5: Programme for the site visit

### VISITATION MASTER IN INTERNATIONAL SERVICE MANAGEMENT AND MASTER IN INTERNATIONAL LEISURE & TOURISM STUDIES

Tuesday 16 December 2014		Stenden Hotel
Time	Subject	Present
10.00 - 10.15	Welcome panel (lobby)	Panel/MT
10.15 - 10.30	Tour Stenden Hotel (lobby, restaurant, conference rooms)	Panel
10.30 - 11.15	Welcome in panel room and document check	Panel
11.15 - 12.15	Showcase and tour through Stenden (main building)	Panel/project team
12.15 - 13.00	Lunch break	Panel
13.00 - 15.00	Document check	Panel
15.00 - 16.15	Students	Panel/students
16.15 - 16.30	Break	Panel
16.30 - 17.30	Alumni	Panel/alumni
17.30 - 17.45	Break	Panel
17.45 - 18.45	Industry representatives	Panel/industry representatives

Wednesday 17 December 2014		Stenden Hotel
Time	Subject	Present
09.00 - 09.30	Preparation	Panel
09.30 - 10.15	MT *	Panel/MT
10.15 - 10.30	Break	Panel
10.30 - 11.30	Committees	Panel/committees
11.30 - 12.30	Lunch break	Panel
12.30 - 14.00	Lecturers **	Panel/lecturers
14.00 - 15.00	Internal deliberation	Panel
15.00 - 15.30	Feedback to MT	Panel/MT
15.30 - 16.00	Feedback to all involved	Panel/all involved

MT \*

Heads of Schools and Academic Deans

Lecturers \*\*

Lecturers, research group and course leaders



## Panel groups - MISM & MILTS visitation

**Tuesday 16 December 2014:**

### SHOWCASE

Name	contribution	organisation	function
Anne Klaas Schilder	Project manager accreditation international Masters	Stenden University of Applied Sciences	Senior lecturer research
Dr. Craig Thompson	Academic Dean Stenden Hotel Management School	Stenden University of Applied Sciences	Academic Dean Stenden Hotel Management School

### STUDENTS

Name	contribution	organisation	function
Tineke de Jager	student Master in International Service Management FT 2014-2015	Stenden University of Applied Sciences	student
Xiduo Wang	student Master in International Service Management FT 2014-2015	Stenden University of Applied Sciences	student
Kai Chen	student Master in International Service Management FT 2014-2015	Stenden University of Applied Sciences	student
Remco Koerts	student Master in International Service Management PT 2013-2015	Stenden University of Applied Sciences/ROC Mondriaan	student/CEO Business Development
Anna Düweke	student Master in International Service Management PT 2013-2015	Stenden University of Applied Sciences/Stenden	student/project co-worker
Sandra Roorda	student Master in International Leisure and Tourism Studies 2014-2015	Stenden University of Applied Sciences	student
Feng Shuo	student Master in International Leisure and Tourism Studies 2014-2015	Stenden University of Applied Sciences	student
Tamara Huisman	student Master in International Leisure and Tourism Studies 2014-2015	Stenden University of Applied Sciences	student

### ALUMNI

Name	contribution	organisation	function
Wouter van Poppel	Master in International Service Management PT 2011-2013	Concertgebouw Amsterdam	Manager Facilities
Farzaneh Farmani	Master in International Service Management FT 2010-2011	Rabobank Sneek - Zuidwest Friesland	Team leader private sector
Marit de Vries	Master in International Service Management PT 2011-2013	Stenden University of Applied Sciences	Revenue Manager / Manager Meeting U
Sietske van Rhijn	Master in International Leisure and Tourism Studies 2011-2012	Stichting leerKRACHT	Event Organizer
Sarika van Slooten	Master in International Leisure and Tourism Studies 2011-2012	Stenden School of Leisure and Tourism	Lecturer International Tourism Management
Han Liu	Master in International Leisure and Tourism Studies 2012-2013	Stenden University of Applied Sciences	Lecturer Stenden Hotel Management School
Peter Yang (only via skype)	Master in International Leisure and Tourism Studies 2004-2005	Enterprise Ireland	Senior Marketing Advisor – Education, previous: China Representative, Stenden University
George El Hajal (only via skype)	Master in International Service Management FT 2006-2007	Rotana Hotel Management Corporation PJSC	Director of Human Resources

**INDUSTRY including chair of the Masters Advisory Board**

Name	contribution	organisation	function
Betty Dekker	member Industry Master in International Service Management	Okura Hotel Amsterdam	HR Manager
Benjamin Tam	member Industry Master in International Service Management	NH Hotels	Regional Revenue Manager
Albert Rouwendal	member Industry Master in International Service Management	Mövenpick Hotel Amsterdam	Regionaal Director Benelux Mövenpick and chair Masters Advisory Board
Major Gijs-Jan Schüssler	member Industry Master in International Service Management	Ahold	Operational Manager (in training)
Hanita van der Schaaf	member Industry Master in International Leisure and Tourism Studies	Leeuwarden-Fryslân Culturele Hoofdstad 2018	Hoofd marketing en communicatie
Jonas van Dorp	member Industry Master in International Leisure and Tourism Studies	Groningen Airport Eelde	Business development manager
Jan Ybema	member Industry Master in International Leisure and Tourism Studies	HISWA	Region manager Noord
Bertus van der Tuuk	member Industry Master in International Leisure and Tourism Studies	vandertuuk Revisited	Owner

**Wednesday 17 December 2014:****MANAGEMENT TEAM International Masters MILTS MISM**

Name	contribution	organisation	function
Paul van Amsterdam	Head of School Stenden Hotel Management School	Stenden University of Applied Sciences	Head of School Stenden Hotel Management School a.i.
Dr. Falco de Klerk Wolters	Head of School of Leisure and Tourism Management	Stenden University of Applied Sciences	Head of School of Leisure and Tourism Management
Dr. Craig Thompson	Academic Dean Stenden Hotel Management School	Stenden University of Applied Sciences	Academic Dean Stenden Hotel Management School
Martin Groters	Academic Dean International Leisure Management	Stenden University of Applied Sciences	Academic Dean International Leisure Management
Dr. Kenneth Miller	Academic Dean International Tourism Management	Stenden University of Applied Sciences	Academic Dean International Tourism Management

**COMMITTEES**

Name	contribution	organisation	function
Anne Klaas Schilder	Chair Masters Exam Committee	Stenden University of Applied Sciences	Senior lecturer research
Ran W. Zhang	Member Masters Exam Committee	Stenden University of Applied Sciences	Lecturer Stenden Hotel Management School
Hanny Kadijk	Admissions Committee	Stenden University of Applied Sciences	Course Leader Master in International Leisure and Tourism Studies
Dr. Sjoerd Gehrels	Admissions Committee	Stenden University of Applied Sciences	Professor Innovation in Hospitality
Joop Dijkstra	Admissions Committee	Stenden University of Applied Sciences	Procescoördinator ESR-International Information & Registration Center
Frans Swint	Programme Committee	Stenden University of Applied Sciences	Lecturer Stenden Hotel Management School
Han Liu	member Board Of Study (2012-2013)	Stenden University of Applied Sciences	Lecturer Stenden Hotel Management School
Xiduo Wang	member Board of Study (2014-2015)	Stenden University of Applied Sciences	student Master in International Service Management FT 2014-2015

**LECTURERS including members research groups and course leaders**

Name	contribution	organisation	function
Professor Conrad Lashley	Senior researcher Stenden Hotel Management School	Stenden University of Applied Sciences	Leading the research team and research strategy/Professor Hospitality Studies
Dr. Elena Cavagnaro	UAS professor of sustainability in hospitality and tourism	Stenden University of Applied Sciences	UAS professor of sustainability in hospitality and tourism and head of research group
Tjeerd Zandberg	Lecturer Stenden Hotel Management School and School Leisure and Tourism	Stenden University of Applied Sciences	Lecturer Service Management, PhD candidate
Remco Timmermans	Executive Director of the World Space Week Association	World Space Week Association	External member Research Group in Service Studies
Stefan Hartman	Lecturer School of Leisure and Tourism Management	Stenden University of Applied Sciences	Lecturer and researcher, PhD candidate
Femke Vrengoer	Lecturer Stenden Hotel Management School	Stenden University of Applied Sciences	Lecturer / member research group Professor Cavagnaro
Hanny Kadijk	Course Leader Master in International Leisure and Tourism Studies	Stenden University of Applied Sciences	Course Leader Master in International Leisure and Tourism Studies
Dr. Sjoerd Gehrels	Course Leader Master in International Service Management	Stenden University of Applied Sciences	Professor Innovation in Hospitality
Dr. Albert Postma	Professor of Applied Sciences Leisure and Tourism Studies	Stenden University of Applied Sciences	Professor in Scenario Planning
Dr. Kenneth Miller	Academic Dean International Tourism Management	Stenden University of Applied Sciences	Academic Dean International Tourism Management

## Appendix 6: Documents examined

<b>Contents Masters documents NQA portal</b>	
<b><u>General information</u></b>	
Programme of the visitation days (16 and 17 December 2014)	excel file
Panel groups of the visitation	excel file
<b><u>Standard 1 Objectives</u></b>	
Critical Reflection Masters MILTS & MISM	Critical Reflection, including 14 appendices (within the document)
Reference documents Critical Reflection	A. Worldwide
	B. Course Document
	C. NVAO 2004 and 2010
	D. Stenden NVAO decision institutional audit
	E. Guidebook Limited Programme Assessment 2014
	F. External Examinar reports
	G. LMU revalidation 2005 and 2009
	H. FIBAA
	I. THE_ICE
	J. MA team meetings minutes
	K. MA management team minutes
	L. Module Evelations
	M. Board of Study evaluations
	N. Module logs

	O. Course logs
	P. AISHE
	Q. Masters Testing Policy
	R. Exam committee yearly reports
	S. Graduates overview
<b>Standard 2 Curriculum</b>	
<b>Programme</b>	
TER	Addendum TER 2013-2014 MISM MILTS (thesis assignment and deregistration)
	TER - Course regulations MILTS 2012-2013
	TER - Course regulations MILTS 2013-2014
	TER - Course regulations MILTS 2014-2015
	TER - Course regulations MISM 2012-2013
	TER - Course regulations MISM 2013-2014
	TER - Course regulations MISM 2014-2015
Course Handbook	Stenden Masters Course Handbook 2012-2013
	Stenden Masters Course Handbook 2013-2014
	Stenden Masters Course Handbook 2014-2015
Literature list	Stenden Masters Literature list 2014-2015
Course document	MILTS - MISM Course Document 2012-2013
	MILTS - MISM Course Document 2013-2014
Students' Charter	Stenden students' charter 2012-2013
	Stenden students' charter 2013-2014

	Stenden students' charter 2013-2014
Graduation guide	Master Thesis Modulebook 2012-2013
	Master Thesis Modulebook 2013-2014
	Master Thesis Modulebook 2014-2015
<b>Quality Assurance</b>	
Connection between secondary and higher education monitor	Stenden Masters programme Study Start Week 2012 2013
(introduction week)	Stenden Masters programme Study Start Week 2013 2014
	Stenden Masters programme Study Start Week 2014 2015
Project plan accreditation incl action plan follow-up proces	MILTS NVAO action plan
	MISM NVAO action plan
Advisory Board	Minutes Masters Advisory Board 30 October 2013
	Minutes Masters Advisory Board 29 October 2014
Examination Committee	Annual report 2012 Exam Committee MISM and MILTS
	Annual report 2013 Exam Committee MISM and MILTS
<b>Services and facilities</b>	
Library policy	LMU library policy

<b>Staff</b>	
Curriculum Vitae staff	MILTS-CVs
	MISM-CVs
	A summarising overview of the lecturers CVs.August 2014
Visiting lecturers	Visiting lecturers MILTS
	Visiting lecturers MISM
<b><u>Standard 3 Results</u></b>	
Overview of graduation projects (thesis)	Overview theses 2012-2013
	Overview theses 2013-2014
	4 MILTS theses and 4 MISM theses
	5 MILTS theses and 10 MISM theses

## **Appendix 7: Summary theses**

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

**80106  
75611  
241253  
20050486  
78346  
82808  
212903  
232866  
39268  
47539  
335002  
297100  
245771  
16367  
38459  
294683  
259373  
307947  
253642  
75947  
76756  
54638  
69360**





## Appendix 8: Declaration of Comprehensiveness and Accuracy

Netherlands Quality Agency



### Declaration of completeness and accuracy of the information

concerning the assessment of study programme:

Cluster master IL&TS en ISM

Organisation: Stenden Hogeschool

Date of visit: 16 – 17 december 2014

Undersigned: Paul van Amsterdam

representing the management of the above mentioned study programme,

in the position of: Head of School  
Stenden Hotel Management School ai

declares that all information on behalf of the accreditation of the above mentioned study programme has been made available completely and accurately, *including information on alternative graduation routes that exist currently and/or have existed in the past 6 years*, so the visitation panel can form a properly fact-based judgement.

Signature:

A handwritten signature in blue ink, appearing to be 'Paul van Amsterdam', written over a horizontal line.

Date: 17 november 2014