

# **Hotel Management School Maastricht**

## **B Hotel Management**

### **Limited Programme Assessment**



## Summary

In May 2018, an audit panel conducted a limited programme assessment of the existing bachelor programme in Business Administration in Hotel Management, offered by Hotel Management School Maastricht (further: HMSM) of Zuyd Hogeschool in Maastricht. The panel assesses the quality of the bachelor programme as good.

### **Standard 1: Intended learning outcomes**

The panel assesses standard 1 as good.

The intended learning outcomes of the bachelor programme meet the qualifications profile, jointly drawn up by the Dutch Hotel Management Schools after consultation with the industry. They comply with the Dublin descriptors at bachelor level, are clearly formulated, ambitious, consistent and evolve constantly on the basis of industry feedback. HMSM profiles itself by offering three tracks (Hotel Management, Food Service and Horizons in Hospitality). These are well-linked to the developments in the industry and future developments. Their connection with three curriculum paths (Innovative Entrepreneurship, Connecting Gastronomy and Global Minds) contribute to the broadening of context that is related to the distinctive feature Small scale and intensive education. Practice, research and innovation are well integrated in the formulation of intended learning outcomes.

The strong link with international requirements is shown by the application for full membership of the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). The intended learning outcomes are validated by the industry through the International Hospitality Advisory Board (IHAB) and the extensive links with national and international partners. The panel concludes that the intended learning outcomes are ambitious. They are well geared to the expectations of the professional field, the discipline, and international requirements. On the basis of the high ambition level and consistency of the intended learning outcomes the panel assesses this standard as good.

### **Standard 2: Teaching-learning environment**

The panel assesses standard 2 as good.

The bachelor in Hotel Management is a four-year full-time programme, with an average annual intake of about 350 students. Students can start in September and February, and can choose for the Dutch stream or the English stream. Both streams have identical content. The Dutch and English stream come together in the third year, after the operational/tactical internship. Approximately ten per cent of the students are registered in the English stream.

The curriculum is well-considered and enables students to acquire the necessary knowledge and skills, with a clear progression in level and complexity over the years. The balance between professional and research skills is good. The structure of the curriculum, with the choice of tracks and minors, is a strong point and allows the students to develop their personal profile and prepare their career. Teaching is organised in small classes with much interaction between staff and students. Students are admitted to the programme on the basis of a solid application and selection procedure. The tutoring and coaching of students is excellent. The staff is well-qualified and very committed to their students. The quantity of staff is sufficient, but the workload is high, partly by the staff's strong involvement with the students. The facilities are an integral part of the teaching-learning environment and clearly contribute to the community and family feeling at HMSM. The panel concludes that the teaching-learning environment is solidly good.

### **Standard 3: Assessment**

The panel assesses standard 3 as good.

The assessment policy is adequate to guarantee the validity, reliability and transparency of tests and the panel has ascertained during the site visit that the tests and assignments of courses meet these requirements. Taking the assessment plan as the starting point for curriculum re-design is a strong point. The combination of individual and group assessments and of formative and summative assessments (assessment for learning) are good. Students are examined at the appropriate level. The assessment of the graduation year is well-considered and innovative. The Exam Board and Testing Committee take an active role in guaranteeing and improving the quality of assessment.

### **Standard 4: Achieved learning outcomes**

The panel assesses standard 4 as good.

The students' management project reports and management internship reports show that the students achieve the intended learning outcomes. The level conforms to international standards. The management internship proves to be an excellent stepping stone for many of them. The alumni are very positive about the programme and found it helpful for their career. They perform well in their professional positions and are very sought after by the industry. A relatively large percentage continues their studies in a master programme.

### **Distinctive feature Small-scale and intensive education**

A. The panel confirms that HMSM has formulated intended learning outcomes that are not only aimed at achieving a high level in hospitality management, but also aim at wider learning outcomes. This is elaborated in the three focus areas (Innovative Entrepreneurship, Global Minds and International Orientation, Connecting Gastronomy), a strong emphasis on research capabilities, explicit social and community involvement and a focus on personal professionalism.

B. The content of the programme is of a high level. The curriculum includes a wide range of extra-curricular activities, which ensures the broadening of interests as set down in the intended learning outcomes.

C. The small scale of classes, the high level of involvement between students and the availability and willingness of staff to facilitate student learning lead to an intensive study programme and create a true feeling of community. This community starts at the residential start of the programme and continues after graduation in the alumni community.

D. The programme has a sound selection procedure in place, that is regularly evaluated and improved. Efforts have been made to increase its effectiveness. The selection procedure assures the proper level and best fit of students and leads to a higher pass rate in the first year.

E. The teachers have the required academic and professional knowledge, based on strong links with the industry. They are dedicated and committed to their students.

F. The staff-student ratio is 1:17.3, which enables a good execution of the curriculum and small-scale teaching.

G. The facilities are good. Students start their life at HMSM by living in the school's hall of residence.

H. The management project reports and management internship reports of students show that they have achieved the intended learning outcomes. The management internships are a great stepping stone to their career. Graduates are admitted to prestigious jobs and master programmes. The success rates (70-80%) are higher than those of other relevant programmes.

The panel concludes that the programme meets the requirements for the distinctive feature Small-scale and intensive education.

# Contents

Summary .....	3
Introduction .....	7
Short outline of the programme .....	8
Standard 1 Intended learning outcomes .....	9
Standard 2 Teaching-learning environment .....	11
Standard 3 Student assessment .....	15
Standard 4 Achieved learning outcomes .....	17
Distinctive feature Small-scale and intensive education .....	19
General conclusion .....	26
Recommendations .....	27
Appendices .....	28
Appendix 1 Programme of the site visit .....	29
Appendix 2 Documents examined .....	32

## Introduction

This report contains the assessment of the existing bachelor programme in Business Administration in Hotel Management (full time), offered by Hotel Management School Maastricht (further: HMSM) of Zuyd Hogeschool. The assessment was conducted by an audit panel that had been approved by the NVAO, prior to the assessment.

The report describes the panel's conclusions and the substantiation for the conclusions. It also contains some recommendations for the study programme. The report has been prepared in accordance with the *Assessment framework for the higher education accreditation system of the Netherlands* (NVAO, 2016).

The site visit took place on 28-30 May 2018.

The audit panel consisted of:

- Drs. Liesbeth Schöningh MPA (chair), freelance consultant;
- Dr. Thomas Bauer, Acting Head of School, School of Tourism and Hospitality Management, University of the South Pacific, Fiji;
- Dr. Andy Nazarechuk, Former Senior Vice President, International Relations, and Founding Dean, School of Liberal Arts & Sciences, Taylor's University, Malaysia;
- Kurt Renold, Area Manager Benelux Starwood Hotels & Resorts and General Manager Brussels Hotels;
- Drs. Elly Teune, vice-chair Board of Trustees, HZ University of Applied Sciences;
- Elzemieke van Kooten, student-member, bachelor's student Saxion Hospitality Business School, Apeldoorn.

Dr. Marianne van der Weiden, freelance auditor, acted as secretary of the panel.

The assessment is part of a cluster assessment. To ensure alignment between separate audit panels, all panel chairs and members have received a similar instruction with regard to the assessment framework. Alignment is further guaranteed by creating sufficient overlap between different panels. Although every audit has an individual programme as its starting point, the panel members who take part in several audits within an audit group can reflect on former and upcoming audit visits within the same audit group if this is relevant. Finally, alignment between panels is secured by employing two secretaries and two panel chairs for all seven audits.

HMSM has provided the panel with a self-evaluation report. Its form and content comply with the requirements of the appropriate NVAO assessment framework. The panel studied the self-evaluation report as well as a sample of bachelor project reports completed in 2016-2017 and 2017-2018. The self-evaluation report, the other materials and the discussions during the site visit have enabled the panel to reach a well-considered judgment.

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

Utrecht, June 2018

Panel chair

Lead auditor

E.A.M. Schöningh

M.J.H. van der Weiden

## Short outline of the programme

The bachelor programme Business Administration in Hotel Management aims to deliver highly qualified hospitality professionals with a passion for their profession and who possess the skills needed to play an innovative role in the development of the (international) hospitality industry. HMSM's motto is 'the next step in hospitality'. The bachelor in Hotel Management is a four-year full-time programme, with an average annual intake of about 350 students. Students can start in September and February, and can choose for the Dutch stream or the English stream. Both streams have identical content. Commencing in the third year, the groups are mixed, with English, when necessary, being the language of the classroom. Approximately ten per cent of the students are registered in the English stream.

HMSM is part of the Faculty of Hotel and Facility Management (HFM) of Zuyd Hogeschool. Other programmes offered by HFM are a bachelor programme of Facility Management, an Associate degree in Facility Management and master degrees in Facility and Real Estate Management and Innovative Hospitality Management. The faculty has two research centers: Gastronomy and Facility Management. The faculty's priorities are recorded in its Annual Plan. Relevant themes for HMSM in 2017-2018 are: continuation of the research policy (linking research to faculty priorities and the creation of links to Zuyd Expertise Center), raising the faculty's profile, both regionally and internationally, personnel policy (plan for professionalisation, strategic personnel plan) and development of new student accommodation.

The school is embedded in Zuyd University of Applied Sciences. Zuyd has formulated a Strategy, an Education Vision, Assessment Policy and Quality Assurance Policy. Zuyd has been audited by NVAO at institutional level and has shown that its quality assurance system and quality culture safeguard the quality of the education it provides. The current assessment of the bachelor programme in Hotel Management is, therefore, based on the limited assessment framework.



## 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.*

In this chapter the audit panel describes the findings, considerations and conclusions on the intended learning outcomes. The panel assesses this standard as **good**.

### Conclusion

The intended learning outcomes of the bachelor programme meet the qualifications profile, jointly drawn up by the Dutch Hotel Management Schools after consultation with the industry. They comply with the Dublin descriptors at bachelor level, are clearly formulated, ambitious, consistent and evolve constantly on the basis of industry feedback. Hotel Management School Maastricht (further: HMSM) profiles itself by offering three tracks (Hotel Management, Food Service and Horizons in Hospitality). These are well-linked to the developments in the industry and future developments. Their connection with three curriculum paths (Innovative Entrepreneurship, Connecting Gastronomy and Global Minds) contribute to the broadening of context that is related to the distinctive feature Small scale and intensive education. Practice, research and innovation are well integrated in the formulation of intended learning outcomes.

The strong link with international requirements is shown by the application for full membership of the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE). The intended learning outcomes are validated by the industry through the International Hospitality Advisory Board (IHAB) and the extensive links with national and international partners. The panel concludes that the intended learning outcomes are ambitious. They are well geared to the expectations of the professional field, the discipline, and international requirements. On the basis of the high ambition level and consistency of the intended learning outcomes the panel assesses this standard as good.

### Substantiation

#### *Profession and competences*

The programme aims to deliver all-round hospitality professionals, with a knowledge of operations, the business side of the industry and with a flexible hands on and guest oriented attitude. They are critical, inquiring, entrepreneurial, innovative, culturally aware, have a feeling for the gastronomic side of hospitality and possess excellent management and people skills. The programme has used the Professional and Educational Profile 2012-2016 of the Association of Dutch Hotel Management Schools as a starting point and will update the learning objectives to align them with the new Professional and Educational Profile (adopted in December 2017). The 2012-2016 profile is based on the ten domain competencies of the Bachelor of Business Administration and linked to the standard for all economics related bachelor programmes in Dutch universities of applied sciences. This ensures that the intended learning outcomes are at the appropriate bachelor level as defined in the Dublin descriptors, and that they ensure a thorough theoretical basis, research skills, professional skills and ethical and social awareness. The programme has also formulated the intended learning outcomes at intermediate levels: the operational level (semesters 1 and 2), tactical level (semesters 3, 4 and 5) and strategic level (semesters 5, 6, 7 and 8). The panel recognises that the intended learning outcomes have a broad basis and are at the appropriate level.

#### *Profile*

The programme profiles itself by offering students the opportunity to acquire in depth knowledge in one or more tracks:

- Hotel Management: innovative developments in the hotel branch, such as in revenue management;
- Food Service: new concepts related to food service gastronomy, studying the complete distribution line (from farm to fork);
- Horizons in Hospitality: the relevance of hospitality in other branches than the hotel branch, mostly in care & cure, linking up with one of the Zuyd University focus areas.

HMSM's image is further determined by the three focus areas that give direction to three curriculum paths: Innovative Entrepreneurship, Connecting Gastronomy and Global Minds. The three tracks mentioned above direct the students' choices for a minor, the management project in module 7 and the choice for an internship company or organisation in module 8, thus streamlining their individual study tracks. The three focus areas contribute to the widening of context related to the special feature Small scale and intensive education (see separate chapter). They each have a separate research knowledge base. Innovative Entrepreneurship helps students to make the next step in hospitality (HMSM's motto), and makes use of Design Thinking in its teaching methods. Global Minds prepares students for an international career in the industry and aims to develop their intercultural (communication) skills, enabling them to offer more specific and effective service. Connecting Gastronomy is about understanding the importance of gastronomy in a social sense and learning to understand the process of the food chain. This focus area is closely linked to the Gastronomy Research Centre. In order to meet the requirements of the special feature, the programme explicitly aims to develop the students' research capabilities, social and community involvement and personal professionalism. The programme prepares students not only for the industry, but also for continued education at master level. In close cooperation with Maastricht University, it has developed a pre-master programme for students who wish to acquire better research skills.

#### *Internationalisation*

The programme meets international requirements in the field of hotel management through its alignment with the Professional and Educational Profile, adopted by the Association of Dutch Hotel Management schools. The programme includes an international stream with English as its instruction language. All students take courses in two foreign languages, go abroad for their operational internship in the fourth semester and can participate in a six-month international exchange programme in the sixth semester (instead of choosing two minors). Students can also choose to go abroad for the management internship in module 8. The focus area Global Minds pays explicit attention to the international orientation of students and their capacity to think about the international and intercultural aspects of hospitality. The programme has applied for full membership of THE-ICE. The programme's connections to the global hospitality industry enable the school to prepare its students for the international hospitality industry.

#### *Professional field*

The IHAB plays an active role in ensuring the programme's link with developments in the industry, such as the development of the three tracks. The IHAB consists of twelve renowned representatives from the industry and academia, who meet regularly and play a role as critical friends and sparring partners. They are keen to assist the institution. In addition, each track has its specific industry partners, often alumni of HMSM. The industry partners are involved in educational activities throughout the curriculum, through guest lectures, participation in programme projects and providing real life cases. The school links companies to students in a number of ways, e.g. by means of industry fairs during the programme. This helps students to build a relevant network. HMSM has recently (April 2018) launched a digital alumni platform, with the aim to strengthen the connection with its alumni and include them in the school's community. The response is very encouraging and shows that alumni are not only interested in

communication with the school and the students, but are also willing to help, e.g. through guest lectures and projects. Through the interactive platform alumni are now able to find each other.

## Standard 2 Teaching-learning environment

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

In this chapter, the audit panel describes the findings, considerations and conclusions on the orientation of the curriculum. The panel assesses this standard as **good**.

### Conclusion

The curriculum is well-considered and enables students to acquire the necessary knowledge and skills, with a clear progression in level and complexity over the years. The balance between professional and research skills is good. The structure of the curriculum, with the choice of tracks and minors, is a strong point and allows the students to develop their personal profile and prepare their career. The Dutch and English stream come together in the third year, after the operational/tactical internship. Teaching is organised in small classes with much interaction between staff and students. Students are admitted to the programme on the basis of a solid application and selection procedure. The tutoring and coaching of students is excellent. The staff is well-qualified and very committed to their students. The quantity of staff is sufficient, but the workload is high, partly by the staff's strong involvement with the students. The facilities are an integral part of the teaching-learning environment and clearly contribute to the community and family feeling at HMSM. The panel concludes that the teaching-learning environment is solidly good.

### Substantiation

#### *Content and structure*

The curriculum is composed of theme-based modules, each with a duration of one semester and with a credit weight of 30 EC. Module 1 focuses on hotel operations, module 2 on hotel business and module 3 on people and business in hospitality industry. In module 1, students are immersed in the world of hospitality and complete four ten-day internships at Teaching Hotel Chateau Bethlehem and Refresh restaurant, in combination with theory classes. In module 2, students study business subjects (macro-economics, marketing, management accounting and finance) and start with the research curriculum path. Module 3 is focused on business models, leadership and human resource management. From the beginning, students study two foreign languages: English is compulsory and exits at level C1. The second language (German, French, Spanish or Dutch as a foreign language) exits at level B2. In module 4, students go abroad for their operational/tactical internship. Part of this internship is Curious People: during their internship, students are required to write seven blogs about their cultural experiences, trends and innovations, and to comment on the blogs of their fellow students. The panel considers this a very innovative approach and agrees that this helps students to become aware of and internalise their intercultural competences.

Module 5 (Strategic management and change management in hospitality) is a turning point in the programme, where students have to make the switch from the operational to the strategic level. This module is the capstone of the foundation phase. At this point, the Dutch and the English stream come together and students work on a real-life case study. The choice to bring the Dutch and English streams together in Module 5 and not before, is based on the assumption that teaching is most effective in a student's mother tongue. After the international internship, all students are expected to be fluent

enough to be taught in English, so that both groups can be mixed together. The panel considers this a reasonable approach, but advises making the combination of the two streams more gradual. Certain themes and classes could be combined earlier on, both in social activities and lectures. In previous years, students had problems in making the transition from an operational to a management role, taking the initiative and working more independently. To help students in making this transition and manage their expectations, the teaching team organizes the Global Mind Conference, a day of lectures and workshops, in which students discuss and share their experiences. Plans are to use this conference to further facilitate the transition between the operational role of the internship and the managerial viewpoint required in modules 5-8. The panel has heard that initial efforts in this direction have already been an improvement.

The panel considers the curriculum of the foundation phase to be comprehensive and coherent. It contains the subjects that are required for a business programme. The contents are up to date. The learning goals per module are clearly formulated and are linked to the competencies to be acquired.

In the main phase (modules 6,7 and 8) students select a study path that matches their abilities, personal preferences and ambitions. Students select a track (Hotel Management, Food Service or Horizons in Hospitality) and matching study path. In module 6 students can select two minors (15 EC each). For each track, one or two specific minors have been developed. Students select at least one track-specific minor. They can also select a 'free' minor (offered by HMSM or another Zuyd programme) or a placement through the Young Professionals Overseas programme. Students who select the free minor New Business Development, work on their entrepreneurial skills. If they wish to start their own business during their studies, they will be supported by Young Entrepreneurs Zuyd. Instead of the minors, students can participate in an exchange programme abroad for six months at one of HMSM's partner universities or study the pre-master programme (offered by the Faculty of Commercial Management). After successful completion of this six-month programme, students can enroll in the master programmes in International Business and Management of Learning at Maastricht University. Negotiations about a similar agreement have been organised with the Radboud University in Nijmegen and the University of Amsterdam.

The graduation year consists of a management project (module 7) and a management internship (module 8). In the management project, students work in groups in the role of hospitality consultants on a comprehensive real-life assignment for a client who is charged a fee. Students write an advisory and a research report, showing that their product is relevant for the client and that they have used the correct research methodology to come to their conclusions. In the final semester, students complete a six-month internship in a national or international business, matching their track choice and ambitions. In addition to their regular internship tasks, they work on an individual internship assignment. The knowledge and skills that they have acquired in module 7, enable them to complete this assignment individually.

The balance between professional and research skills is good. Students learn professional skills from year 1 in their ten-day practical internship to the management internship in module 8. Throughout the curriculum, they work on real-life projects, brought in by the school's industry partners. At the end of module 1, they contribute to a Gastronomy Event and in module 5 3 EC is awarded to a project on Community Involvement. Writing and presentation skills are acquired when working on the project reports and defending them orally in an individual defence. Cooperation and communication skills are part of the group work. The research line starts in year 1, focusing on a research attitude, a critical approach to sources, the formulation of problems and research questions, plus descriptive statistics. In the next years this is followed by qualitative techniques (interviewing and coding/analysis; observation

and questionnaires). The panel agrees that this provides a firm research base. For students who need extra background during a project, consultation hours for quantitative and qualitative methods are available. To strengthen the practical research features of the programme, HMSM cooperates with Zuyd research centres. Most relevant are the Gastronomy Research Centre and the International Relationship Management Research Centre.

The three focus areas (Connecting Gastronomy, Innovative Entrepreneurship and Global Minds) are integrated in the various courses and assignments. Global Minds has been developed into a sophisticated tool and learning environment by HMSM staff and is now also used in other hotel schools. Students participate in the Global Mind monitor four times during their studies, reflect on their personal growth, behaviour and knowledge, and see the effect of their internship and the international classroom. The panel commends the school for its research on this topic.

#### *Educational vision and teaching methods*

HMSM's educational concept is based on the learning process as an active, social and contextualised process that increases in complexity. This leads to a programme where most learning takes place in small groups with many contact hours, especially in the first year. The panel observed the very personalised approach to teaching and learning during the site visit, with much interaction at all levels, both formal and informal. Currently, the collaboration between Dutch speaking students and the English stream starts in module 5. As mentioned above, the panel recommends starting this earlier and more gradually. The programme is closely linked to the industry and makes good use of real-life situations for the learning process. The tasks and products to be delivered increase in complexity over the years, and students are given more responsibility.

Students are given a wide range of possibilities to engage in extracurricular activities. This ties in with the characteristics of small scale and intensive education and helps create the learning and living community of HMSM. Sometimes, there is no clear distinction between curricular and extracurricular activities. An example of this is the gastronomic event organised as part of module 1 that is also seen as a social activity. Another example is that students can earn credits in the Community Involvement Project (ComIn), by organising activities which benefit the community in school and outside the campus (e.g. in refugee centers). More specific extracurricular activities are the campus life and the introductory Boost Camp, the activities of the student association Amphitryon and the Student Council, the organisation of specific events for the local community (sponsoring activities for food banks, the annual Carnival Lunch, or cookery workshops for a wide variety of target groups), participation in research congresses and competitions and participation in research and consultancy activities of the school. The panel considers these activities to be a good contribution to the development of a student's personal professional profile.

#### *Intake and tutoring*

Each year, a maximum number of 350 students out of the 1,000 applications is admitted to the programme. This will grow to 400 by 2021. Students with a diploma from a hospitality course in further education at intermediary level (mbo) can start in September, all other students can start either in September or February. Currently, the percentage of students with a foreign passport is 7%. A substantial number of students in the English stream is Dutch (63 of 88 students). The aim is to achieve an international student community of 25% of the total first year intake from 2021 onwards. The appointment of a recruitment officer specifically for foreign nationals and improvement of public relations are expected to help in the realisation of this goal.



Applicants submit a dossier, which is assessed on the basis of study history (qualifications) and experience. In the first round, candidates are required to write an essay, in which they reflect on a statement related to the hospitality industry. A combined rating for the essay and dossier determines who may proceed to round two. The second round consists of a personality test (TTI SI) and an interview. Candidates with the highest scores of the two rounds are invited to enroll. The panel appreciates that HMSM tries to improve the procedure each year. In 2015, the provider of the personality test was asked to investigate the personality profile of successful alumni, so that this information could be used for decision-making in the selection procedure. The decision to link the interview to the values of the school, has made the interviews more uniform and has increased the interrater reliability. The panel confirms that the selection procedure is successful, since the dropout rate in the first year has gradually decreased from more than 30% in 2013-2014 to 15% in 2016-2017. Success rates for the propaedeutic exam within 2 years increased from 64% (cohort 2013-2014) to approximately 75% (cohort 2015-2016). Part of this increase can be attributed to the special programme for mbo-students in the first module, to help them adapt to the level of higher education. The school continues to look for ways to identify students with less social skills and maturity as soon as possible, preferably already in the intake procedure.

Students start the programme with a one-week Boost camp, organised by senior students. This introductory programme aims to make the students feel at home and make them acquainted with the school and with each other. All students are required to live in the student accommodation for a half or a whole year. This strengthens the community feeling and contributes to personal professional development. This requirement does not apply to students with an mbo-diploma, who are generally older and more mature. Students with this background have a separate programme in the first module: they already have the practical experience and are taught more foundational theoretical knowledge instead.

Coaching and tutoring are very well-organised. A campus officer keeps an eye on the welfare of students living on campus and students are assigned a permanent study coach during the first three semesters. Additionally, the international committee of student association Amphitryon organises a system of peer2peer coaches, a buddy system for students in the international stream. During their internship, students have an internship supervisor who keeps in touch and reads and assesses their blogs (Curious People). The Internships Office matches the students. Preparation takes place during an Internship and Career Day and workshops. All students are visited during their overseas stay. From module 5, students choose a track and are henceforward guided by their track coordinator. This phase begins with a one-day workshop 'With an eye on the future'. Study guidance and career coaching are embedded in the course system. The track coordinator has an intake meeting with each student and helps to make choices for the minors, exchange programme or pre-master programme in module 6 and for the final management internship in module 8. Based on his/her knowledge about the students, the track coordinator assigns the students to the management project in module 7, ascertaining a balanced mix of 5-6 students per group. After each module (6, 7 and 8) the students describe in their personal positioning paper how their profile develops and what they want to focus on in the next module. This culminates in the final assessment, in which they demonstrate that they can reflect on their personal and professional development. The panel notes with appreciation that the tracks are very valuable in connecting the students to life after school, both through the helpful role of the track coordinator in making choices and through the intensive relationship of the tracks with industry and (alumni) networks.

The close involvement between students and teachers and among students creates a family feeling, as many students expressed it during the site visit. They feel that they always have someone to turn to in case of problems or uncertainties. In case of serious problems, they can go to the student counselor.

Some facilities are organised at the level of Zuyd University of Applied Sciences, such as the confidential advisor. Being small, but within a larger organisation, thus combines the advantages of both. The panel concludes that HMSM has an excellent, consistent and inclusive tutoring and coaching system, embracing all students.

#### *Staff*

HMSM staff members are well-qualified substantively and didactically and clearly show their commitment to the students. The teaching staff in the bachelor programme consists of 73 persons (59.5 FTE) , the teaching staff in the hotel and restaurant adds up to 27 employees (14.1 FTE). 24% of the bachelor teaching staff has a bachelor degree, 62% has a master degree and 10% has a PhD. The staff-student ratio is 1:17.3, which is sufficient for the intensive teaching in the programme. The workload is felt to be high. This is the consequence of the staff's dedication to students and readiness to always answer their questions, rather than a high number of classes to be taught. The large number of committees and boards creates extra work as well. The panel heard during the site visit that measures are taken to address this issue: teachers are involved in fewer modules at the same time, so that they can focus more, and membership of boards and committees is reduced too.

HMSM has initiated a professional training project 2016-2020, related to a number of school themes. The first two years focused on improving English language skills, testing and assessment skills and professional practice. New staff is selected on the basis of these skills. Teachers draw up an annual personal development plan. When they have achieved the required ambition levels of English, testing and professional practice, they can further specialise in internationalisation, testing and assessment, professional practice, research, coaching or digitalisation. The options include doing a master course or a PhD study. The panel supports the ambition of the school's staff development plan to have all teachers at the appropriate level of English proficiency by 2020.

#### *Facilities*

The school has good general and specific facilities for the programme. General facilities include classrooms and projectrooms, a media centre and digital resources. Specific facilities are the hotel, bar, restaurant and Food & Beverage Lab that provide a direct link between theory and practice. The halls of residence, where students live during their first year at school, contribute to the community feeling. The school currently has plans to build new halls of residence, with larger rooms and shared kitchen facilities. The school also provides space in a separate building for the student association Amphitryon.

## **Standard 3 Student assessment**

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

In this chapter the audit panel describes the findings, considerations and conclusions on the assessment system. The panel assesses this standard as **good**.

#### **Conclusion**

The panel has ascertained that the assessment policy is adequate to guarantee the validity, reliability and transparency of tests and that the tests and assignments of courses meet these requirements. Taking the assessment plan as the starting point for curriculum re-design is a strong point. The combination of individual and group assessments and of formative and summative assessments (assessment for learning) are good. Students are examined at the appropriate level. The assessment of

the graduation year is well-considered and innovative. The Exam Board and Testing Committee take an active role in guaranteeing and improving the quality of assessment.

## **Substantiation**

### *Assessment policy*

HMSM has formulated an assessment policy for the bachelor programme, based on the vision that assessment, course content and teaching method should be aligned. HMSM employs the recently developed Assessment Assessed methodology ('De Toetsing Getoetst', Tamara van Schilt-Mol) to ensure test quality and to bring all elements that constitute this approach to a substantially higher level. This must lead to a balanced combination of formative and summative testing, of individual and group assessment, a focus on real-life professional products and an increasingly higher level of assessment. Group assessment is seen a logical consequence of learning in communities and as a social process. Similarly, the link to real-life professional situations (products and attitude) leads to a combination of group work and individual assessment, partly based on peer ranking.

Guiding principles for assessment practice are validity, reliability and clarity. Measures taken to guarantee these principles are the use of test matrices and assignment design sheets for validity, the use of rubrics and calibration sessions for reliability, and clear information in course manuals for clarity. All teachers will have the Basic Assessment Qualification (BKE) by 2020, as part of the school's professionalisation plan.

### *Tests and assignments*

Different types of assessment are used: written assessments, oral assessments, assignments, performance assessments, presentations and portfolios. During the site visit, the panel studied a number of tests and assignments. The panel concludes that all tests are at the appropriate level. The assessment forms are good, with clear criteria and weightings. Assignments are graded on relevant criteria. It is evident that over the years higher levels of learning in terms of Bloom's taxonomy are required. The assessment is transparent: the learning goals, type of test and test criteria are available in advance, so that students know what is expected. Oral assessments are always done by two assessors. Students are satisfied with the feedback they are given on their work.

The final level of the intended learning outcomes is assessed in the graduation year: modules 7 and 8. In module 7, students work on a consultancy assignment for a client from the industry, who pays a fee for this assignment. Students work in small groups of 5-6 in their role of hospitality consultants. They are assessed on four items: the advisory and research report (20 EC) is graded as a group product for which all participating students are awarded the same grade. The three individual scores are for the presentation to the client and the delivery of the product (1 EC), the oral defence (5 EC) of the results and the student's contribution to the project management (4 EC), based on four peer reviews during the project phase and the assessment by the supervisor. In module 8, students complete a management internship at a national or international company that matches their track. They are graded on their performance during the practical internship (execution) and their report on the individual internship assignment (report). The seventh grade of this graduation phase is for the final assessment, based on the student's personal positioning paper and their presentation of themselves as young professionals. The project in module 7 and the final assessment are assessed by two examiners (four-eyes principle), the rule being that supervisors are excluded from assessing their own project. Since 2017, the Research Director monitors the quality of the completed research projects and their supervision. The panel considers the assessment procedure of the graduation year an innovative approach, with a good balance of individual and group work, reflecting the way of working in the hospitality industry.



### *Quality assurance of assessment*

The Exam Board is responsible for the exit level of graduating students. The Board appoints examiners, supervises the quality of exams, takes disciplinary action if needed in case of fraud or plagiarism and handles complaints about assessment. The Board has delegated a number of control tasks to the Testing Committee. This committee checks written tests prior to the exam, gives feedback and helps to remedy deficiencies. After the test the committee evaluates the exam with the examiners. In case of a proposal to change an exam, the committee refers this to the Exam Board. Previously, the committee was also involved in more general development activities, such as the organisation of seminars on working with test matrices. This has now been taken over by the Curriculum Board. The panel noted during the site visit that the cooperation and communication between the Exam Board, Testing Committee and Curriculum Board is good. The PDCA-cycle works well, with the involvement of relevant stakeholders (students, teachers, committees and management) and continuous evaluation and systematic improvement. The Exam Board and Testing Committee are now seen as (critical) friends instead of opponents, working towards the same goal. A relevant example of this is that the re-design of the curriculum (to meet the requirements of the new Professional and Educational Profile, see Standard 1) starts with the design of an overall assessment plan.

The annual report 2017 of the Exam Board gives an insight into the responsibilities and activities of the committee itself and of the Testing Committee. It shows that the committee is aware of the points of improvement, based on the systematic checking exercises mentioned above.

## **Standard 4    Achieved learning outcomes**

*The programme demonstrates that the intended learning outcomes are achieved.*

In this chapter the audit panel describes the findings, considerations and conclusions on the achieved learning outcomes. This standard is assessed as **good**.

### **Conclusion**

The management project reports and management internship reports show that the students achieve the intended learning outcomes. The level conforms to international standards. The management internship proves to be an excellent stepping stone for many of them. The alumni are very positive about the programme and found it helpful for their career. They perform well in their professional positions and are very sought after by the industry. A relatively large percentage continues their studies in a master programme.

### **Substantiation**

Prior to the site visit, the panel studied a representative sample of fifteen project reports (module 7), selected from the 2015-2016, 2016-2017 and February 2017 cohorts. Low (5,5-6,9), intermediate (7,0-7,9) and high (above 8,0) grades were equally represented. The panel also studied the assessment forms of these projects. Because these were all group products, the panel also studied the individual internship reports of these same students during the site visit. The panel found the grading to be fair and agreed with the marks given, The panel found all project and internship reports to reflect the required level. They show that the students are able to operate at the level of a bachelor professional, according to international standards.

The management internships prove to be a great stepping stone for the students' future careers, as was confirmed by the alumni whom the panel met during the site visit. Many are offered a job by the company of their internship. On graduation, asked before the diploma ceremony, 52.4% of students indicate that they have a paid job, 25.2% say they have decided to continue their studies in a master programme, 3.6% take a gap year and approximately 18% are still looking for work. HMSM has a network of more than 7,500 alumni and recently started an online alumni community platform. Alumni work all over the world in (middle) management positions in the hotel or food service industry or another hospitality related industry. Many others have gone on to study at universities, such as Nyenrode, Maastricht University, TIAS, Wageningen University, VU Amsterdam or Erasmus University. Especially based on the positive evidence of the graduates' performance, the panel assesses the achieved learning outcomes of the programme as good.

## Distinctive feature Small-scale and intensive education

### A. Intended learning outcomes

*The intended learning outcomes are not only aimed at achieving a high level in the relevant academic discipline and/or professional practice, but also have a broader aim: to train socially skilled and initiative-rich scholars and/or professionals with a wide interest in social developments and issues within a multidisciplinary and/or interdisciplinary context.*

#### *Conclusion*

The panel concludes that HMSM has formulated intended learning outcomes that are not only aimed at achieving a high level in hospitality management, but also aim at wider learning outcomes. This is elaborated in the three focus areas (Innovative Entrepreneurship, Global Minds and International Orientation, Connecting Gastronomy), a strong emphasis on research capabilities, explicit social and community involvement and a focus on personal professionalism.

#### *Substantiation*

The intended learning outcomes of the programme are broader than the qualifications profile, that was drawn up by the Dutch Hotel Management Schools after consultation with the industry. HMSM has formulated additional intended learning outcomes to shape its graduates beyond the scope of their profession. In order to widen the curriculum and make it more challenging, HMSM has formulated three focus areas:

1. Innovative Entrepreneurship: students are supported and challenged to think, act and work as innovative entrepreneurs and make a distinctive mark in the area of innovation.
2. Global Minds and International Orientation: defined as the capacity to think about the international and intercultural aspects of hospitality and, as a result, offer more specific and effective service.
3. Connecting Gastronomy: students learn to distinguish between flavor and taste and about the importance of gastronomy in a social sense.

In addition, HMSM has placed a stronger emphasis on research capabilities: hospitality professionals develop policy and make decisions, based on relevant and reliable information (evidence based). Students who achieve very good results for their graduation assessments are supported by the research director to publish their work. HMSM facilitates opportunities for students who want to continue their studies in a master programme by offering a pre-master programme in the sixth semester.

Social awareness and a wide interest are seen as important learning objectives. Sustainability and ethical awareness are, therefore, integrated thematically in the curriculum, and social and community involvement are considered an integral part of both the study programme and extracurricular activities (see B). Another learning objective is that students develop their personal professionalism: entrepreneurial qualities, initiative, curiosity, quality awareness and hospitality, linked to the HMSM and Zuyd values of passion, professionalism, initiative, openness and inspiration.

## B. Relationship between the goals and content of the programme

*The content of the programme is inseparably connected to relevant extra-curricular activities, which ensures a high level and broadening of interests as set down in the intended learning outcomes.*

### *Conclusion*

The panel concludes that the content of the programme is of a high level. The curriculum includes a wide range of extra-curricular activities, which ensures the broadening of interests as set down in the intended learning outcomes.

### *Substantiation*

In response to the 2013 NVAO audit, the programme has defined the three focus areas more distinctively in the curriculum and given them more content.

- The knowledge level in the focus areas has been increased. Design Thinking is used as a teaching method in Innovative Entrepreneurship and 'Measure of innovative thinking' and 'next step in hospitality' are regularly used as assessment criteria.
- The Research Centre International Relationship Management is involved in the focus area Global Minds and International Orientation. The International Business Research Centre has developed the Global Mind Monitor as a tool to help monitor the progress of students and redirect them when necessary.
- The research done by the Gastronomy Research Centre contributes to the focus area Connecting Gastronomy. Students can specialise in this area in the tracks Food Service and Horizons in Hospitality.

The research line in the curriculum has been strengthened and is monitored by the Research Director. Links are made to the Research Centre International Relationship Management and the Gastronomy Research Centre.

Students can earn credits in the Community Involvement Project (ComIn), by organising activities which benefit the community in school and outside the campus (e.g. in refugee centers).

The international orientation is strengthened. The programme is offered in both Dutch and English, which contributes to an international student community. Both streams are mixed together in year 3 and 4. Students achieve a high level of oral and writing skills in two foreign languages. Students are referred to standard works written in English. Other elements are the curriculum path Global Minds, a compulsory internship abroad, the choice of joining an international exchange programme in the third year and the option to do the management internship abroad. The Global Mind Monitor and Curious People (requiring students to write blogs about their cultural environment during their international internship) are tools for the development of students' intercultural competencies.

Compared with 2013, the school focuses much more on developing personal professional skills. Students receive feedback on their personal professional progress throughout the curriculum and their final assessment is based on reflection and analysis of these professional skills. The curriculum path Study Progress Supervision, which used to stop after the internship in year 2, now continues in the higher years as Career Development. Career Development starts with a My Career Day and is integrated in the courses of year 3 and 4, with the guidance of the track coordinators.

In response to the 2013 recommendation to intertwine curricular and extracurricular activities more strongly, the school remarks that this distinction is not always clear-cut. For some professional tasks,

that are part of the curriculum, students invest a lot more time out of enthusiasm. An example of this is the gastronomic event organised as part of module 1 that is also seen as a social activity. Other examples are excursions, the Global Mind Conference, the Breathing Mother Earth Tour and the Curious People project, where a curricular activity (international internship) is linked to an extracurricular activity (cultural observations). More specific extracurricular activities are the campus life and the introductory Boost Camp, the activities of the student association Amphitryon and the Student Council, the organisation of specific events for the local community (sponsoring activities for food banks, the annual Carnival Lunch, or cookery workshops for a wide variety of target groups), participation in research congresses and competitions, participation in research and consultancy activities of the school, and jobs on the side.

### **C. Structure and didactic concept**

*The concept of the programme is aimed at creating an academic and/or professional community. Key terms are small-scale and intensively organised education, leading to a high number of hours of face-to-face teaching, close involvement between students and teachers and between students among themselves and socially relevant extra-curricular activities.*

#### *Conclusion*

The panel concludes that the small scale of classes, the high level of involvement between students and the availability and willingness of staff to facilitate student learning lead to an intensive study programme and create a true feeling of community. This community starts at the residential start of the programme and continues after graduation in the alumni community.

#### *Substantiation*

The small-scale and intensive programme results in a high number of contact hours (25 hours per week in year 1 and 15 hours per week in later years). Students work in small groups of about 12 students in the first two years and in smaller groups (5-6 students) during the projects in modules 5, 6 and 7. Instruction lessons and lectures are given in larger groups.

The contact between teachers and students is intense. The students emphasise the high level of involvement between students and the availability and willingness of staff to facilitate student learning. HMSM stimulates learning by setting challenging tasks and assignments and using games and simulations. Most important, however, is the strong feeling of community and social ties (peer feeling). This is created from the beginning through the requirement that students live in the school's hall of residence during the first (half) year of their studies. A campus officer keeps an eye on the welfare of students living on campus and students are assigned a permanent study coach during the first three semesters. This gives the students the reassuring feeling that they always have someone to turn to in case of problems or uncertainties, a family feeling, as they expressed to the panel. During the curriculum, students work in different groups. These can be regarded as temporary communities. In the context of developing the idea of learning in communities, HMSM has put effort into increasing student team work. The expectation is that improved collaboration decreases the chances of 'free riding'. HMSM aims at increasing the number of international students to 25% of the first year intake from 2021 onwards (currently 7%) in order to create more diversity. A recruitment officer has been appointed and the PR has been improved for this purpose.

For the many socially relevant extracurricular activities, see above (ad B).

## D. Intake

*The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students*

### *Conclusion*

The panel concludes that the programme has a sound selection procedure in place, that is regularly evaluated and improved. Efforts have been made to increase its effectiveness. The selection procedure assures the proper level and best fit of students and leads to a higher pass rate in the first year.

### *Substantiation*

Applicants submit a dossier, which is assessed on the basis of study history (qualifications) and experience. In the first round, candidates are required to write an essay, in which they reflect on a statement related to the hospitality industry. A combined rating for the essay and dossier determines who may proceed to round two. The second round consists of a personality test (TTI SI) and an interview. Candidates with the highest scores of the two rounds are invited to enroll.

The 2013 panel advised increasing the effectiveness of the selection policy. The panel appreciates that HMSM has done so and continuously tries to improve the procedure. In 2015, the provider of the personality test was asked to investigate the personality profile of successful alumni, so that this information could be used for decision-making in the selection procedure. Successful alumni were defined as those with a responsible job in the industry, not limited to the hotel branch. The school has been more critical on the interviewers and now uses lecturers who are active in the industry. The decision to link the interview to the values of the school, has made the interviews more uniform and has increased the interrater reliability. Next year, an extra score for the dossier will be added for those applicants who were rejected but who re-apply in the following year. When they have used that year to better prepare themselves, this should be reflected in an extra score.

The panel confirms that the selection procedure is successful, since the dropout rate in the first year has gradually decreased from more than 30% in 2013-2014 to 15% in 2016-2017. Success rates for the propaedeutic exam within 2 years increased from 64% (cohort 2013-2014) to approximately 75% (cohort 2015-2016). Part of this increase can be attributed to the special programme for mbo-students in the first module, to help them adapt to the level of higher education. The school continues to look for ways to identify students with less social skills and maturity as soon as possible, preferably already in the intake procedure.

## E. Quality of staff

*The teachers have high-quality knowledge of the relevant subject and feel involved in the distinctive nature of the programme.*

### *Conclusion*

The panel concludes that the teachers have the required academic and professional knowledge, based on strong links with the industry. They are dedicated and committed to their students.

### *Substantiation*

24% of the bachelor teaching staff has a bachelor degree, 62% has a master degree and 10% has a PhD. The contacts between the school and industry are frequent and intensive. Lecturers work with

real-life cases, together with industry partners, and a number of lecturers are members of networks within the hospitality industry.

The contacts between students and teachers are frequent and create a community feeling. Contacts are not only linked to classroom teaching, but also to the intensive coaching and tutoring system of HMSM. A campus officer keeps an eye on the welfare of students living on campus and students are assigned a permanent study coach during the first three semesters. During their internship, students have an internship supervisor who keeps in touch. All students are visited during their overseas stay. From module 5, students choose a track and are henceforward guided by their track coordinator. The track coordinator has an intake meeting with each student and helps to make choices for the minors, exchange programme or pre-master programme in module 6 and for the final management internship in module 8. The close involvement between students and teachers and among students creates a family feeling, as many students expressed it during the site visit. They feel that they always have someone to turn to in case of problems or uncertainties. In case of serious problems, they can go to the student counselor. Some facilities are organised at the level of Zuyd University of Applied Sciences, such as the confidential advisor. Being small, but within a larger organisation, thus combines the advantages of both. Staff and students are all strongly involved with each other, in line with the small scale and personal nature of the school. The panel commends the staff for their dedication and commitment.

HMSM has initiated a professional training project 2016-2020, related to a number of school themes. The first two years focused on improving English language skills, testing and assessment skills and professional practice. New staff is selected on the basis of these skills. Teachers draw up an annual personal development plan. When they have achieved the required ambition levels of English, testing and professional practice, they can further specialise in internationalisation, testing and assessment, professional practice, research, coaching or digitalisation. The panel supports the ambition of the school's staff development plan to have all teachers at the appropriate level of English proficiency by 2020.

#### **F. Number of staff**

*There is sufficient staff available to provide small-scale and intensive education and to ensure and develop individual contact between teachers and students.*

#### *Conclusion*

The panel concludes that the staff-student ratio is 1:17.3 enables a good execution of the curriculum and small-scale teaching.

#### *Substantiation*

The staff-student ratio is 1:17.3, which is sufficient for the intensive teaching in the programme. The workload is felt to be high. This is the consequence of the staff's dedication to students and readiness to always answer their questions, rather than a high number of classes to be taught. The large number of committees and boards creates extra work as well. The panel heard during the site visit that measures are taken to address this issue: teachers are involved in fewer modules at the same time, so that they can focus more, and membership of boards and committees is reduced too.

## G. Available facilities

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

### *Conclusion*

The panel concludes that the facilities are good. Students start their life at HMSM by living in the school's hall of residence.

### *Substantiation*

The school's facilities contribute to a robust learning environment. Living and learning is supported by living on campus in the halls of residence. This accommodation on the school's grounds reinforces the feeling of living and working in a community. Students confirmed to the panel that this builds close ties from the very beginning, on which they build during the rest of their studies. The school currently has plans to build new halls of residence, with larger rooms and shared kitchen facilities.

HMSM has good general and specific facilities for the programme. General facilities include classrooms and projectrooms, a media centre and digital resources. All classrooms are equipped with modern media. Specific facilities are the Teaching Hotel Chateau Bethlehem, Bar Le Coin, restaurant L`Etoile and the Food & Beverage Lab that provide a direct link between theory and practice. The school also provides space in a separate building for the student association Amphitryon.

## H. Level realised

*The content and the level of the final projects are in line with the level and the broadening of interests as set down in the intended learning outcomes.*

*Graduates are admitted to prestigious postgraduate programmes and/or jobs.*

*The success rates are substantially higher than those of other relevant programmes.*

### *Conclusion*

The panel concludes that the management projects and management internships of students show that they have achieved the intended learning outcomes. The management internships are a great stepping stone to their career. Graduates are admitted to prestigious jobs and master programmes. The success rates (70-80%) are higher than those of other relevant programmes.

### *Substantiation*

Students prove that they have achieved the intended learning outcomes in their graduation year. The graduation year consists of a management project (module 7) and a management internship (module 8). In the management project, students work in groups in the role of hospitality consultants on a comprehensive real-life assignment for a client who is charged a fee. The assignments are extensive and complex and of direct value for the branch. High level complex research assignments are also given by the research centers and they are often carried out by students who have completed pre-master courses. Students write an advisory and a research report, showing that their product is relevant for the client and that they have used the correct research methodology to come to their conclusions. In the final semester, students complete a six-month internship in a national or international business, matching their track choice and ambitions. In addition to their regular internship tasks, they work on an individual internship assignment. The knowledge and skills that they have acquired in module 7, enable them to complete this assignment individually.



The management internships prove to be a great stepping stone for the students' future careers, as was confirmed by the alumni whom the panel met during the site visit. Many are offered a job by the company of their internship. Statistics confirm that many internship companies offer their trainees a position on graduation, an observation which is shared by the International Hospitality Advisory Board and other sounding boards from the branch.

The school's diploma rate after about five years is between 70 and 80%. This is higher than Zuyd's average and also higher than other hotel management schools. A small percentage of students is delayed and takes longer than the allocated four years. The school has a separate motivation policy for these students.

On graduation, asked before the diploma ceremony, 52.4% of students indicate that they have a paid job, 25.2% say they have decided to continue their studies in a master programme, 3.6% take a gap year and approximately 18% are still looking for work. HMSM has a network of more than 7,500 alumni and recently started an online alumni community platform. Alumni work all over the world in (middle) management positions in the hotel or food service industry or another hospitality related industry. Many others have gone on to study at universities, such as Nyenrode, Maastricht University, TIAS, Wageningen University, VU Amsterdam or Erasmus University.

HMSM has recently (April 2018) launched a digital alumni platform, with the aim to strengthen the connection with its alumni and include them in the school's community. The response is very encouraging and shows that alumni are not only interested in communication with the school and the students, but are also willing to help, e.g. through guest lectures and projects. Through the interactive platform alumni are now able to find each other and can be contacted by the school and current students as well.

The panel concludes that the programme meets the requirements for the distinctive feature Small-scale and intensive education.

# General conclusion

## Assessment of the standards

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

Standard	Assessment
<i>Standard 1 Intended learning outcomes</i>	Good
<i>Standard 2 Curriculum: Orientation</i>	Good
<i>Standard 3 Assessment</i>	Good
<i>Standard 4 Achieved learning outcomes</i>	Good

## Considerations and conclusion

The intended learning outcomes of the programme meet national and international requirements of the professional field and the discipline. The school profiles itself by offering three tracks (Hotel Management, Food Service and Horizons in Hospitality). These are well-linked to the developments in the industry and future developments. The orientation of the curriculum strikes a good balance between research and professional skills. The curriculum offers a solid framework of courses, reflecting recent trends and developments. Students proceed to the higher more strategic levels during the curriculum. The teaching approach is engaging and interactive. Together with the small scale of classes and the mandatory residence in the school's halls of residence in the first year, this creates a true feeling of community. Students can participate in various extracurricular activities. There is a solid application and selection procedure, which enables HMSM to assure the right fit and level of students. The programme staff is well qualified to teach and organise the curriculum. They are engaging, concerned and well connected with the students and their achievements. The coaching and tutoring is excellent. The staff-student ratio is 1:17.3, which is quite favourable. The school offers good facilities for the realisation of the programme. The assessment policy is good. The Exam Board and the Testing Committee take an active role in guaranteeing and improving the quality of assessment. The management project and management internship reports show that the students achieve the intended learning outcomes. The level conforms to international standards. The alumni are very positive about the programme and found it helpful for their career. They perform well in their professional positions. Many others have gone on to study at universities.

Summing up, the panel assesses the quality of the bachelor programme Business Administration in International Hotel Management of Hotel Management School Maastricht as good. The panel also confirms that the programme meets the requirements for the distinctive feature Small-scale and intensive education.

## **Recommendation**

The audit panel offers the following recommendation:

### Standard 2

The panel advises making the combination of the Dutch and the English streams more gradual and organising joint events in year 1 and 2.

# Appendices

## Appendix 1 Programme of the site visit

Hotel Management School Maastricht, Bethlehemweg 2,6222 BM Maastricht

<b>Sunday 27 May 2018</b>		
15.30-16.00	Meet & Greet	Management Team
16.00-16.30	Briefing of the panel	Anne Klaas Schilder, Association
16.30-18.00	Preparation meeting	
18.00	Dinner in Maastricht	
<b>Monday 28 May 2018</b>		
9.00-9.30	Welcome, Meet & Greet	- Management Team - Olaf van Nugteren, Board of Governors
9.30-10.00	Meeting with MT-members HMSM: - welcome presentation, giving an overview of the overall strategic direction of the institution - Brief 'Breaking THE-ICE' presentation	Management Team
10.00-11.30	Review of documents	Available for assistance: - Leonne Huveners - Anneriet Florack - Jos Maas
11.30-12.15	Meeting with representatives from the Curriculum Board, the Programme Committee (Opleidingscommissie) and Participation Council (Deelraad)	- Anneriet Florack (chair Curriculum Board) - Marja Windhorst (member Curr. Board) - Ashwin David (Chair Programme Ctee) - Olivier Slaats (Student member Programme Ctee) - Luc Coenegracht (Participation Council) - Nienke Cliteur (student member Participation Council)
12.15-13.15	Lunch with representatives from student association Amphitryon and the Student Council	- Aysen Naylor - Eva van de Logt - Axelle de Loose - Esmee in der Maur - Sander Voerman - Matt Flipse
13.15-14.00	Meeting with representatives from the Exam Board and the Testing Board	- Karin Welten (Chair Exam Board) - Marjo Ummels - Alf Keulen - Armand Odekerken
14.00-17.15	Tour of campus & facilities, with stops at which the 'community feeling' can be highlighted and shared	- Director THCB, Harpert van Seggelen - Community Manager Campus: Syliva Knols - Coordinator Module 7: Frans van Heteren - Coordinator ComIn projects: Chrit Nijskens, students - Librarian: Annerie Claus - HMSM students - Organising student committee
17.15-18.00	Informal meeting with staff members and drinks	
18.00-20.30	Dinner at THCB	
<b>Tuesday 29 May 2018</b>		
8.30-9.00	Panel deliberation	
9.00-9.45	Meeting with HMSM Management Team	Management Team
9.45-10.00	Reflection time	

10.00-10.45	Meeting with staff members involved in the Special Feature small scale and intensive education, including Focus Points	<ul style="list-style-type: none"> <li>- Ad Smits (Dean)</li> <li>- Rita Kusters</li> <li>- Ankie Hoefnagels (Global Minds)</li> <li>- Yvonne Hiddema (Boostcamp, ComIn)</li> <li>- Christianne Vanvinckenroye (selection, quality assurance)</li> <li>- Josje van Dongen (Innovation)</li> <li>- Peter Klosse (Gastronomy)</li> <li>- Marja Windhorst</li> <li>- Vera Duhring (Campus/Alumni)</li> </ul>
10.45-11.00	Reflection time	
11.00-11.45	Meeting with representatives of Zuyd Research Group	<ul style="list-style-type: none"> <li>- Peter Klosse (lector)</li> <li>- Samefko Ludidi</li> <li>- Claire Souren</li> <li>- Mark Pluymaekers (lector)</li> <li>- Armand Odekerken</li> <li>- Ankie Hoefnagels (Research Director)</li> <li>- Hilde Hanegreefs</li> </ul>
11.45-12.00	Reflection time	
12.00-13.00	Lunch	
13.00-13.45	Meeting with members of the HMSM Teaching staff year 1-3	<ul style="list-style-type: none"> <li>- Luc Houben</li> <li>- Fanny Beaumont</li> <li>- Ashwin David</li> <li>- Marjo Ummels</li> <li>- Steve Eijberts</li> <li>- Natasja Valois</li> <li>- Gregor Thissen</li> <li>- Alf Keulen</li> </ul>
13.45-14.00	Reflection time	
14.00-14.30	Meeting with students year 1-3	<ul style="list-style-type: none"> <li>- Armando Vermeulen</li> <li>- Murielle Lopez</li> <li>- Aysen Naylor</li> <li>- Maaïke Huizing</li> <li>- Olivier Slaats (chair Student Council)</li> <li>- Marlijn van Ingen</li> </ul>
14.30-14.45	Reflection time	
14.45-15.30	Meeting with staff members year 4-graduation year (supervisors Module 7 Management project and internship supervisors Module 8)	<ul style="list-style-type: none"> <li>- Ed Pinczowski (8)</li> <li>- Frans van Heteren (7/8)</li> <li>- Emily Teunissen (7/8)</li> <li>- Christianne Vanvinckenroye (7/8)</li> <li>- Armand Odekerken</li> <li>- Paul van Oers (7/8)</li> <li>- Ankie Hoefnagels</li> <li>- Josje van Dongen</li> </ul>
15.30-15.45	Reflection time	
15.45-16.30	Meeting with students year 4 (incl. alumni)	<ul style="list-style-type: none"> <li>- Ellen Schobben (writer student reflection)</li> <li>- Emma Eltink (writer student reflection)</li> <li>- Anne Joosten (7)</li> <li>- Sander Voermans</li> <li>- Willemijn Odekerken</li> <li>- Frida Joustra</li> <li>- Eline Rademaker</li> </ul>
16.30-17.00	Reflection day 2	
17.00-17.45	Informal meeting with Board and members Student Association Amphitryon	
18.00	Dinner in Maastricht	

<b>Wednesday 30 May 2018</b>		
8.30-9.00	Panel deliberation	
9.00-9.45	Meeting with Student Counsellor, student coaches, peer2peer coaches	<ul style="list-style-type: none"> <li>- Micole Smits (My Future)</li> <li>- Melody Mast (international recruitment)</li> <li>- Mariet Direcks (SLB &amp; HOM)</li> <li>- Sylvia Knols</li> <li>- Neville Backler</li> <li>- Gregor Thissen</li> <li>- Richard Veldman (student buddy)</li> <li>- Bram Degens (student buddy)</li> </ul>
9.45-10.00	Reflection time	
10.00-10.45	Meeting with industry partners related to the three tracks	Food service: <ul style="list-style-type: none"> <li>- Bart Leemans</li> <li>- Emma Veerhuis</li> </ul> Hotel management: <ul style="list-style-type: none"> <li>- Inge van Weert</li> <li>- Fleur Minke</li> </ul> Horizons in Hospitality: <ul style="list-style-type: none"> <li>- Marc Croijmans</li> </ul>
10.45-11.00	Reflection time	
11.00-11.45	Meeting with members of IHAB, International Hospitality Advisory Board	<ul style="list-style-type: none"> <li>- Dick Sloomweg (Chair IHAB)</li> <li>- Milan Arandelovic (Hilton)</li> <li>- Walter Seib (HMSHost)</li> </ul>
11.45-12.00	Reflection time	
12.00-13.00	Lunch	
13.00-15.30	Time for panel to discuss and formulate feedback	
15.30-16.15	Feedback audit panel	HMSM staff

## Appendix 2 Documents examined

Prior to the site visit:

- Self-evaluation report with appendices
- Fifteen module 7 reports

During the site visit:

- Information about selection procedure
- Intake module MBO-students Module 1
- Per module (1-6):
  - handbooks
  - course materials
  - assessments and assignments
  - answering models
  - sample of students' work
  - test matrix or assignment design
- Module 7:
  - assignment design
  - assessment form
  - rubrics management report
  - student products
- Module 8:
  - module book
  - sample of midterm evaluations and visit reports
- Alumni dashboard
- Minor magazine Zuyd
- Strategy Zuyd
- Internationalisation strategy Zuyd
- Educational vision Zuyd
- Brochure and flyer HMSM