



THE-ICE Full-accreditation

Application Assessment & Site Audit Final Report



**Hotelschool The Hague (HTH)
University of Applied Sciences**

Hotelschool The Hague (HTH), The Hague UAS

IMPORTANT NOTE TO AUDITOR

1. Based on the information provided in the Full-accreditation Application Proforma please evaluate the Applicant Institution's capacity and capability in meeting each criterion of THE-ICE Standards of Excellence.
2. Please provide detail comment and/or rationale for your decision
3. Where applicable the site audit will provide you the opportunity to seek clarifications and/or validation on issues you have identified during the application evaluation process.
4. Please return your interim application assessment report to THE-ICE via email (accreditation@the-ice.org) prior to the site audit. The report will be forwarded to the Application Institution for their record and as reference to prepare supplementary information, where applicable.
5. Please complete and return the final report to THE-ICE via email (accreditation@the-ice.org), preferably within a fortnight after the site audit.

NB: Any information contained in the Full-accreditation Application Proforma and this Assessment Form is confidential and should not be disclosed to any third parties. Thank you for your discretion.

Criteria

<p>1.</p>	<p>Status of the institution</p> <p><i>To ensure that the institution is recognised as a legally constituted and reputable educational provider in the country / jurisdiction(s) in which it is located.</i></p> <p><i>The institution must be a Vocational and/or Higher Education (VET/TET & HE) provider, duly registered/incorporated with the relevant authority/education board in its State, territory or country to provide accredited academic programmes in the Tourism, Hospitality and Event Management (TH&E) field.</i></p> <p><i>An Institution offering high education programmes should provide a reflective summary about how it adheres to the standards for one of the following categories (please refer to THE-ICE Standards of Excellence, ADDENDUM - Definition):</i></p> <ul style="list-style-type: none"> • University • University of Applied Sciences • University College • School, College or Academy of Specialisation 								
	<p>Legal documents verifying the status of the institution:</p> <p>The business registration number, the institution's full address, and the specific academic authority (NVAO) are appropriately recorded. A persistent theme of this evaluation will be to give credit to the precision and appropriate responses to THE-ICE criteria.</p>								
	<p>Registration with the relevant authority/education board in the country it operates in:</p> <table border="1" data-bbox="199 1702 1476 2027"> <thead> <tr> <th></th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>a) Government-funded, government-subsided or private institution?</td> <td>The joint roles of government and private sources are recorded.</td> </tr> <tr> <td>b) Offers TH&E programmes to domestic students only or to both domestic and international students?</td> <td>Programmes at both levels (Bachelor and Masters) are offered to both domestic and international students</td> </tr> <tr> <td>c) Offers TH&E programmes at vocational education, higher education level or both?</td> <td>Bachelor OECD Level 6 and Masters Level 7</td> </tr> </tbody> </table>		Comments	a) Government-funded, government-subsided or private institution?	The joint roles of government and private sources are recorded.	b) Offers TH&E programmes to domestic students only or to both domestic and international students?	Programmes at both levels (Bachelor and Masters) are offered to both domestic and international students	c) Offers TH&E programmes at vocational education, higher education level or both?	Bachelor OECD Level 6 and Masters Level 7
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Criteria

	<p>Legislative approval to provide accredited academic programmes in the Tourism, Hospitality and Event Management (TH&E) field at the specific level or levels:</p> <p>The education provider number is presented as required. The Chamber of Commerce number is 41150185, and the Education Provider Number is BRIN: 02NR.</p>
	<p>Site Audit Observation</p> <p>Status of the institution:</p> <p>Hotelschool The Hague meets all the national requirements for legislative approval and action. Its membership in the multiple hotel associations in the Netherlands and beyond confirm this formal status and recognition.</p>
2.	<p>Governance, Leadership and Administration</p> <p><i>Rationale: To ensure that within an institution offering multiple disciplines, the TH&E courses operate within a clearly identifiable unit (e.g. School / Department or Teaching Unit of TH&E) and have a definable level of autonomy and control over the courses and curriculum offered, and a level of academic/expert leadership consistent with the scale and nature of the institution.</i></p> <p><i>The institution is to identify the staff member/s, who have the major strategic responsibility for the TH&E programme, and to demonstrate how the leadership of the School/Department or Teaching Unit provides input into the programmes and curriculum offered. Ideally, institutional leadership also encourages and fosters engagement with relevant industry sectors and communities and other providers.</i></p>
2.1	<p>Institutional Governance:</p> <p>The two-part structure - the Board of Directors (N=2) and a Board of Trustees (N=6, one vacancy at the moment) - is clearly outlined and the individuals filling the roles are appropriately profiled.</p> <p>Page 7 (of the submission) specifies the roles and does so with solid detail. The Board of Trustees provides both solicited and unsolicited advice based on the Higher Education and Research Act. It is part of the (legal) governance structure of universities of applied sciences in The Netherlands.</p> <p>The Auditors' concern of potential management tensions and change between these organisational units were answered. Through HTH's elaborating on the frequency of contact and the consistent theme of well-developed consultations across the institution, the perceived differences in the directions for the School's future is not an issue.</p>
2.2	<p>Is the Teaching Unit offering the TH&E programmes clearly identified within the overall governance structure of the institutional or the organisation?</p> <p>Name of the identifiable unit: Hotelschool The Hague</p>
	<p>Does the Teaching Unit have a definable level of autonomy and control over the curriculum offered?</p> <p>Yes, very clearly so.</p> <p>The team and unit approach to the teaching develops clusters of subjects to meet the phases of the programme. The meetings among team members and teaching staff are frequent and ongoing.</p>
2.3	<p>Leadership: staff member/members who have the major strategic responsibility for the TH&E programme is/are clearly identified, he/she or they are:</p> <p>a) Name & Position Ms Ada Regine Von Stieglitz, President Board of Directors</p> <p>b) Name & Position Mr Max Merx, Interim Member Board of Directors (previously interim President)</p>
2.4	<p>Comments on the persons who have major strategic responsibility have the appropriate qualifications/experiences and the level of academic autonomy:</p> <p>Board of Directors:</p> <p>1. Ms Von Stieglitz has a rich wide ranging commercial background with IT and marketing qualifications. The Auditors may not be familiar with all the organisations and sectors where she has been a manager/leader, but the media background and academic roles seem suited to a position needing flair as well as diligence.</p>

Criteria

	<p>2. Mr Max Merkx, the other senior figure in the Board of Directors duo, has considerable experience in consultant and manager roles in higher education. His community engagement in cultural festivals is of interest and the Auditors hope to evaluate the extent to which the festival and events topic area is being developed within Hotelschool The Hague.</p> <p>The Directors were not only very available throughout the consultation process but were informative and open in addressing the auditors' questions. The Board of Directors - in effect the two-person leadership - demonstrated a calm assurance about the achievements and directions of the institution.</p> <p>While acknowledging the presumed attentiveness of the Board of Trustees, the power of the Board of Directors seems to be adequate to attend to the academic and human resource needs of Hotelschool The Hague.</p> <p>Board of Trustees</p> <p>Further, members of the Board of Trustees will hopefully have time to contribute to the examination of the governance of Hotelschool The Hague. At a superficial level, the Auditors note the gender, and potentially, the age mix on the Board and are keen to see how issues of diversity and inclusiveness are both represented and envisaged for the institution.</p> <p>The separate and distinctive contributions of the Board of Trustee members is enshrined within the statement that they must "operate independently and critically in relation to each other and to the Board of Directors."</p> <p>It was noted that in interactions with other colleagues and even in conducting the final session where the audit team presented the report, the leadership team was firmly in command, yet also committed and involved, and very prepared to be consultative about the information being offered.</p>
<p>3.</p>	<p>Vision, Mission and Objectives</p> <p><i>Rationale: To provide THE-ICE with an understanding of the overall vision and mission of the institution and/or School/Department or Teaching Unit offering TH&E programmes by describing their respective commitments.</i></p> <p><i>The institution is to provide/describe its:</i></p> <ul style="list-style-type: none"> • <i>Philosophy</i> • <i>Purposes and major goals</i> • <i>Knowledge bases/disciplines and conceptual frameworks</i> • <i>Organisational leadership and its place within the institution's structure</i> • <i>Approach to networking and interacting with other TH&E providers</i>
<p>3.1</p>	<p>Vision & Philosophy of the institution and how the TH&E Faculty / School / Department / Teaching Unit aligns theirs with the institution:</p> <p>HTH's vision is that <i>'our community shapes the global hospitality industry and endeavours to have a positive impact on society'</i>. The singular focus of the institution as a hotel school means the alignment is exact. In this audit report there are no issues taken with the vision statement.</p> <p>There are some conversations which should be worth having about the meaning of some terms used in the promise and strategic objectives. For example, does <i>'We intensify our educational community'</i> simply mean</p> <ul style="list-style-type: none"> • <i>'we strive for a deeper understanding in our existing curriculum',</i> or • <i>'we continue to broaden our curriculum',</i> or • <i>'we add to or re-craft the hospitality system of The Netherlands',</i> or • <i>some other goal?</i> <p>The topic of vision and philosophy generated a raft of issues producing an involved and engaging conversation with the leadership, among the staff and internally within the panel.</p> <p>The Auditors are impressed that HTH has a strong and leading international reputation which has been built on the vision and philosophy of being a well-regarded educational institution for Europe. The ways in which this achievement and the current vision can be amplified and build a truly global leadership role offered points for examination. It is not the role of the Auditors to speculate on the best way forward for Hotelschool The Hague, but it can be noted that there may be a need to specify more fully three (3) points:</p>

Criteria

	<ol style="list-style-type: none"> 1. The wording of future vision statements needs to address very carefully and precisely the desired global positioning and role of the School. It may be that a terminology which specifies an international presence and influence generated by a strong and continuing European heritage ties the ambitions a little more tightly to the realities of the current high-quality operation. 2. If the vision continues to use the term global and seeks to be truly international, then modifications and changes to the marketing, recruitment, some of the subjects, and even the facilities within the Skotel environment may need to be made 3. A broader base of lecturing staff from outside Europe would be needed if there is an influx of, for example, Middle Eastern and Asian students.
3.2	<p>Purpose / major goals of the institution and the TH&E Faculty / School / Department / Teaching Unit (if differ):</p> <p>This component does not apply to the programme being considered because of the purpose of Hotelschool The Hague.</p>
3.3	<p>The educational capability underpinning the mission, which could include the knowledge base, discipline and conceptual framework of the TH&E Faculty / School / Department / Teaching Units:</p> <p>There is a strong, and seemingly well-organised, professional development programme which can complement selection and induction.</p> <p>It is appreciated that there are many pathways to becoming more global, if that is the intent of the Board of Directors, the Industry Advisory Board and indeed the staff, students and alumni. As observed previously, the Auditors do not wish to offer a view of a single way forward for the institution, but it can be pointed out that care must be taken to clarify the future vision and philosophy so that it aligns with the realities of who is being taught, by whom and for what employment possibilities.</p> <p>Further, and it is also addressed under different criteria in this report, the Auditors were impressed with all classroom interactions they witnessed and the prevailing positivity and engagement of the staff. These observations provided the high touch evidence (which the documents promised) that there is the capability within the teaching personnel to deliver the mission.</p> <p>After discussion with the staff from the research centre, as well as with the lecturing staff, assisted the Auditors in clarifying the role of research. In brief, a sound beginning has been made. There are promising directions from within the research institute to provide a new and widening paradigm about hospitality research which embraces societal and community concerns as well as continuing to pursue topics that offer technical improvements for the hotel sector.</p>
3.4	<p>Please describe the organisational leadership of the TH&E Faculty / School / Department / Teaching Units and its place within the institution's structure:</p> <p>The governance and leadership points were discussed previously (Section 2.4). There is a direct link between the institution's leadership and the TH&E programmes.</p>
3.5	<p>Approach to networking and interacting with other TH&E providers (provide examples if available):</p> <p>A wide range of within-country links are set out.</p> <p>Importantly, the strategy underlying these links is usefully included - it is noted that that the links are intended to 'strengthen our international character and our students' and employees' international opportunities'.</p> <p>The membership of Hotelschools of Distinction and CHRIE can be highlighted as a part of the stated push to create more opportunities for collaboration with other TH&E providers.</p>

Criteria

4. Courses / Programmes, Curriculum and Graduate Outcomes / Attributes

All courses that lead to an award pertaining to TH&E should be identified. Programmes should have sufficient TH&E course content contained within the programme structure. Any jointly delivery, offshore or fully online programmes must be demonstrated to have comparable objectives, learning experiences and graduate outcomes to their home institution equivalents.

4.1 Undergraduate Programme:

Name of Programme	Bachelor	Master	PhD
1. Bachelor of Business Administration in Hotel Management (BBA.HM)	✓		

Postgraduate Programme:

Name of Programme	Bachelor	Master	PhD
1. Master of Business Administration in International Hospitality Management (MBA. HM)		✓	

4.2 Admission philosophy:

B2 in the European system for levels of English competence is required for Bachelor entry with the stated IELTS level being 6.0.

For the Bachelor selection procedure, there is a full Selection Day consisting of the following components:

- English test
- Mathematical test
- Interview with two (2) selected and trained assessors (representing the student body and industry or faculty)
- Master class followed by a group assignment.

For the MBA. HM, the accredited bachelor degree should be in a cognate area. One year of work experience (cumulative and full time) is required. For those applicants where this is not the case, professional experience can be recognised as prior learning. The C1 designation for English competence is specified in the Common European system and an IELTS of at least 6.5 is used.

For the entry into the Master’s degree, the Recruitment Officer spends a lot of dedicated time explaining the directions of the degree and purposefully directs or deflects students as appropriate. This role is very important, and as the programme develops, potentially greater attention needs to be given to the level of research skills demanded by the course.

4.3 Support mechanisms that are available to develop improved language proficiency when a need is identified:

Support mechanisms are indicated in a general way - All students take part in a course entitled English for the Hospitality Industry in their first block. Although this course focusses on English for Specific Purposes, it can still serve as a diagnostic instrument to find out whether students need extra support, as the assessment criteria are sufficiently broad. Overall, remedial support is seldom necessary, except in the case of students with learning disabilities. Additional facilities are made available in such cases.

Recruitment and support:

The high demand for places in the institution means that students of a high calibre enter the programmes. For the Bachelor degree, mostly students are motivated and tend not to have serious learning problems, although when these arise the multiple touch points of support- the tutors, the buddies in the buddy system, the coaches for the placements and fellow students - appear to be adequate to support those who have difficulties.

The counsellors expressed a view that they were able to manage the numbers of problems they were required to handle. Essentially, selection into Hotelschool The Hague is a competitive process resulting in intakes of students who are motivated to work in the sector and largely successful in staying in the programme.

Criteria

4.4	<p>Graduate Outcomes</p> <p>The emphasis in the discussion with alumni and industry advice was the need to highlight, possibly even more than at present, the skills of flexibility, adaptability and being agile that graduates from Hotelschool The Hague should, and usually do, possess. It was noted that through multiple mechanisms, such as life in the Skotel, a field work challenge event, the out of country placements and the Launching your Career (LYCar) subject, students were being implicitly trained to be adaptable and conversant with different cultures.</p>
	<p>a) Programme Structure:</p> <p>The common approach of moving through Operational, Tactical, and then Strategic levels in the degree is well noted. These phases are linked to a mounting concern with more complex and international business operations across the years.</p>
	<p>b) Programme Objectives:</p> <p>There is a good detail in the response to this section.</p> <p>Both the Bachelor and Masters programmes are explained in terms of the National Dutch qualification scheme, the distinctive touches and emphases of Hotelschool The Hague, and professional duty categories.</p> <p>The Auditors found the graduate profiles to be very interesting (p 18) and wondered if the students identified with these categories. Further, The Auditors also wondered if the students selected one or more of these categories as a headline guide in shaping their choice of optional subjects.</p>
	<p>c) Industry Placement:</p> <p>As noted in the submission, the placement processes and opportunities offer a rich learning opportunity for the Bachelor students. The biggest issue arising from the discussions with students about placements, and then advice given for the LYCar thesis work, was a perceived unevenness in the coaching and support.</p> <p>Two problems can be identified.</p> <ol style="list-style-type: none"> 1. Firstly, sometimes contradictory advice was given by tutors and coaches and such inconsistencies did not help the students in completing their assignments. The big issue here is to advocate tight alignment and consistency of advice to students in both the assessment for placements and for their Bachelor thesis work. 2. Secondly, it can be summarised with the view that ‘some coaches need coaching’. Improvements to the coaching role should include providing clarity about the institutional norms about the amount of contact with the student, when that contact should occur, the role of the coach versus the student in initiating the contact, and the academic level and sophistication of the advice being given. Feedback about the theses needs to be written as well as oral, so that a paper trail can be followed to plot student progress and responsiveness to the advice. <p>The Auditors think that these improvements to the placement and LYCar and its associated thesis work are a key to improving the existing high standards of the Bachelor programme. The specification of the coaching role and its responsibilities as well as the responsibilities of the students are also needed in the Master’s programme. This imperative for improvement is driven by the view that while some theses were of high quality, some marginal work was also apparent in the samples read by the auditing team.</p>
	<p>d) Graduate Outcomes:</p> <p>See earlier comment about the profiles.</p>
4.5	<p>Industry Placement:</p> <p>Industry placement is not relevant for the MBA</p> <p>See above statements addressing Criterion 4.4. c) above</p>

Criteria

4.6	<p>Types of industry placement, internships or work experience available and the level of assistance the institution extends to TH&E international students:</p> <p>Two industry placements form part of the Bachelor programme:</p> <ol style="list-style-type: none"> 1. There is a Practical Placement of 30 EC's in phase 2, during which everything learned in Phase 1 will be applied and reflected on. 2. The total LYCar study load is related to the overall plan made to execute LYCar (overall 48 EC's) and will be on average 30 weeks, which normally includes a 20-week placement. <p>The Placement Office supports and guides students with finding the best suitable placement, according to the specific needs and learning goals set by the school and the student.</p> <p>The involvement of industry in the programme was powerful and could be appropriately labelled as exemplary. The involvement included a list of 100 visiting lecturers, 47 from industry, a committed and high contact set of inputs from alumni, and a network of placement possibilities spread across Europe as well as reaching into the Caribbean, the Middle East and Asia.</p>
4.7	<p>Evidence of industry input in forming curriculum design, graduate outcomes / attributes, assessment methods, and how the use of industry placements / internships and mentoring and evaluation of the programme, to ensure professional relevance in the TH&E programmes:</p> <p>A very well set out and comprehensive part of the submission.</p> <p>It is always pleasing to see some critical reflection in these submission documents (page 25 notes the need for a more dedicated pool of placement tutors). It can sometimes be a contribution from Auditors to discuss ways the existing system might be improved, and in this capacity the audit can be a useful input into decision making rather than a mere rule following/checking exercise.</p>
4.8	<p>Are the qualifications awarded recognised by a relevant national authority?</p> <p>Yes. The qualifications are recognised by CROHO register of the Ministry of Education, Culture and Science, number: BRIN: 02NR</p>
5.	<p>Approaches to Teaching and Learning</p> <p><i>THE-ICE recognises that institutions may use a variety of modes to achieve programme delivery, approaches to teaching and learning and the measurement of learning outcomes.</i></p>
5.1	<p>Teaching and Learning Philosophy, Approach & Policies:</p> <p>The site visit established a well organised curriculum moving from an essentialist philosophical position to a more progressivist orientation across the phases of the student experience. A highlight of the visit for the Auditors was the chance to appreciate the wonderful facilities for the operational components of the training and skill development. Importantly, the small class sizes mostly less than 24, class size is always 12, but team sizes can be 5-6 or even 2-3. Together with dynamic and sometimes flipped classroom styles, these were seen by the Auditors as effective approaches to achieving the student learning outcomes at the more managerial and strategic level.</p> <p>In the pre-visit assessment, the Auditors observed the need to explore the two questions:</p> <ol style="list-style-type: none"> 1. Is the content mainly developed to prepare students as managers/executives for working in the hospitality industry or to become entrepreneurs or both? 2. What is the weight/ significance given to each style of assessment- traditional/performance/product/portfolio? <p>By meeting with the Assessment Committee and the Exam Committee as well as with students and staff, these questions were answered. For the first question, five (5) broad profiles were identified as potential directions and career building ideas for students. These profiles- entrepreneur, consultant, hotel manager etc., were not seen as limiting, but offered some definition for students as they considered their electives and chose their placements. It was therefore also clear that the programme seeks to produce "hotel management generalists" and that graduates can develop their careers in many facets of hotel management or allied hospitality operations.</p>

Criteria

	<p>Appropriateness of the contact hours, assessment formats, web-based support, teaching & learning research (if applicable):</p> <p>For the questions about assessment, it was revealed during the site visit that in any subject at least 50% of assessment is done by individuals and 50% tends to be group work. The assessment types vary but it was noted that reflection is a dominant activity in many of the student assignments. Plagiarism and free rider problems were recognised and seemingly well controlled with explicit instructions and training for how to deal with group members.</p> <p>Continuing development towards more flipped classroom teaching styles is expected in the future.</p> <p>The capacity of students to complete the Bachelor programme in an intensive and shorter time was discussed. This is only for the fast track programme. The suggestion that it be 2.5 years was proposed by students and adopted by the management.</p> <p>Probably at the upper end of the contact hours for Bachelor programmes, there seems to be a well-filled schedule for students. The satisfaction and adequacy of the web-based support will be best examined with students.</p> <p>The 55% pass is an interesting cut off point- the substantive meaning of what abilities, capacities and knowledge is signified by this level as opposed to say 50% is worth considering.</p> <p>The curriculum content as revealed from the School's website suggest a strong focus on the management and business subjects and hospitality subjects, supported with personal development and humanities subjects.</p> <p>The approach to learning and teaching are a seemingly eclectic combination of cognitive approaches, constructivism (self-development) approaches, critical review, and skills development as reflected in the students' projects, workshop, discussions, case studies, presentations, practical placement, and practical education in the restaurant, kitchen and hotel.</p>
5.2	<p>Where applicable, please provide details of each external, joint delivery or offshore programmes and demonstrate the comparable objectives, learning experiences and graduate outcomes to the onshore equivalent:</p> <p>Not relevant</p>
5.3	<p>Any areas of research within the TH&E Teaching Unit that are considered to contribute to teaching and learning outcomes?</p> <p>The Master's programme</p> <p>The general statement offers a lot of broad in principle applications of the research effort.</p> <p>The fundamental discussion about the MBA was the perceived misalignment between the name of the degree and the interesting and relevant content for a hospitality and service sector education which was unlike that of a traditional MBA. The Auditors were impressed with the new directions building hospitality and service perspectives together with design science and experience management into a worthwhile degree. The need to rename the degree to better reflect this innovative approach is a strong suggestion from the Auditors.</p> <p>From a marketing perspective, the Auditors feel that the status of Hotelschool The Hague as the provider of the degree should help launch the new title. Additionally, the new style of Masters can reflect the leadership of the institution.</p> <p>It is notable that the activities of the research centre and the potential folding of some of the Masters' student thesis work into the interests of the research centre staff could further consolidate the position and credibility of these parts of Hotelschool The Hague.</p>
6.	<p>Planning, Programme Review and Quality Assurance Mechanisms</p> <p><i>The institution must provide evidence of the quality assurance mechanisms in place within the institution and its TH&E programmes including the philosophy, approach, policy, process/procedure and frequency of the institution or the Centre/Teaching unit on review process for quality assurance of curriculum, teaching and study material for the programme.</i></p>
6.1	<p>a) Programme Review Process and Procedure:</p> <p>Using the Certiked Model based on the ISO 9001:2015 series, together with the other layers of quality assurance and assessment, provides a solid foundation for evaluating the work of Hotelschool The Hague.</p>

Criteria

	<p>The tailoring of these systems for the HTH in terms of a <i>heart rate monitor</i> and a fuller <i>The Hague quality management model</i> is impressive. The sensitivity and reliability of the measures in such systems of evaluation are always points of interest.</p> <p>There is much information about the continuous improvement initiative and its facets at the department and Course level.</p> <p>The Auditor thanks those who prepared the documentation for the attention to detail in this section. In a cumulative sense the information supplied provides a strong sense of the administrative tension between over assessing the work of Hotelschool The Hague and doing the work to be assessed.</p> <p>A recommendation for evaluating the research of the LYCar projects is an easy step from the existing internal evaluations by the research centre, and such a step effectively falls within the ambit of the current multi-purpose, multi-organisation evaluations of which this THE-ICE appraisal is a part.</p>
	<p>b) Frequency of such review process:</p> <p>Three (3) years is designated as the time span for the evaluation processes (p.31). The recent introduction of a new monthly dashboard of the Board of Directors is noted. These data are shared and discussed with the management team as well as with the RAC and the Board of Trustees during the quarterly meetings.</p>
6.2	<p>Recognition of Prior Learning Policy (including feedback from the teaching staff & student's perspective):</p> <p>Not stated in this part of the application, but at the MBA level, recognition was previously noted for time in the workplace (one-year full time) as a substitute for cognate learning.</p>
6.3	<p>Credit transfer standards for 'recognition of prior learning' (RPL):</p> <p>A specific case by case approach is applied with an upper boundary of 180 credits (90 EC's for the IFT programme).</p>
6.4	<p>For external, joint delivery or offshore programmes, e the mechanism used to quality assure delivery arrangement with other campuses or institutions of relevant TH&E programmes:</p> <p>Not applicable</p>
6.5	<p>Mechanism employed to monitor the quality and effectiveness of industry placements/internships, such as feedback reports from internship coordinators and students:</p> <p>There is documentation from the placement office which addresses this issue.</p>
6.6	<p>The mechanism in place for external or internal referencing of the quality and standing of programmes, such as benchmarking, moderation, peer review, international staffing exchanges. (A summary of such data e.g., using Course Experience Questionnaire, CEQ, or equivalent should be provided):</p> <p>Multiple items are cited here which seem to adequately address these issues.</p> <p>The Auditors were able to meet with the Exam and Assessment Committees as well as with the Quality Assurance team. A convincing perspective was offered that there were multiple quality checks already in place and that further innovative approaches to detailing quality throughout the degrees were underway.</p>
7.	<p>Level of Internationalisation</p> <p><i>The host institution should demonstrate its commitment to internationalisation including identifiable steps the School / Department / Teaching Unit have taken to internationalise its TH&E programmes</i></p>
7.1	<p>Internationalisation Philosophy & Approach:</p> <p>There is a stated philosophical position of wanting to influence the wider hospitality world, effectively a recognition of a broad ranging international intent. There is a strong strategic vision and a careful elucidation of the term international. The institutional plan 2018-2023 attends carefully to internationalisation.</p> <p>Being achieved both through course materials, (notably the case studies and the recognition of relevant SDGs). The Auditors might assert that UNDP goal 8—decent work and economic growth is also arguably allied to good hotel and hospitality futures. The code of conduct and the explicit sending of students to placement outside their home country are distinctive internationalisation credits for the programme.</p>

Criteria

	<p>The current achievements and forces generating the internationalisation of the programme include recruiting a diversity of European students, adequate though not exemplary international teaching materials, sections of subjects dedicated to intercultural themes, solid staff diversity, and the experiential activities of the placements which build on the first phase living experience of being in the Skotel with new and diverse peers. Both international students and Dutch students appeared to be highly committed to internationalisation.</p> <p>The topic of internationalisation and a differentiation between that term and globalisation was discussed by the audit team. The HTH is not truly global but is seeking to expand its influence steadily across the continents.</p> <p>This point was also addressed under the heading of Vision and positioning. It was noted in section 1 and it is worth repeating here that one way to express the ambiguity between truly global and simply richly international might lie in offering a positional statement which uses a terminology that the HTH seeks an expanding international influence generated from its strong and continuing European heritage.</p>
7.2	<p>Examples of the extent to which international perspective is incorporated in the curriculum:</p> <p>Clear cases exist in a number of subjects and the existence of international views in the three (3) phases of the programme are noteworthy. Living in the Skotel is undoubtedly a powerful non-curriculum force for internationalisation here and it is good to see it acknowledged as a part of the student's personal development.</p> <p>There remains the challenge of broadening the international view beyond Europe. It appears that the staff and the experiences of the Industry Advisory Board are continent specific. Asia, the Arab world, and the Americas as well as Africa must be considered if a true international view is to be achieved.</p>
7.3	<p>Specific learning outcomes / graduate attributes for internationalisation and evidence of achievement of these outcomes:</p> <p>Language skills and fluency as the pathway to cultural understanding have long been recognised in educational circles. The specific learning outcomes identified in the application include the handling of the international guests in the chosen language area.</p> <p>The assessment through several oral and written exams is mentioned in the report. This questioning is a subset of the whole debate and challenge to produce "authentic" assessment and in discussion it is likely that more compelling evidence and potentially new pathways for developing such testing can be reviewed.</p>
7.4	<p>Teaching and support services available specifically to international students:</p> <p>The placement services and tutors mentioned in other sections of the document appear to be pivotal here as is the general atmosphere of the institution created by the global citizenship emphasis.</p> <p>Current induction procedures for international students were revealed to be more extensive than reported in the documentation with first phase, co-living arrangements with Dutch students being the norm and explicit team building sessions and advice being given in formal classes.</p> <p>It was revealed in the site audit that the leadership of Hotelschool The Hague is approaching the topic of opening its doors to large numbers of non-European students with caution. Any such attempts would need new dedicated resources.</p>
8.	<p>Physical Resources and Facilities</p> <p><i>A high-quality programme depends on provision of essential educational facilities - The institution must provide an adequate range of educational facilities to students. The facilities below should be provided at no additional charge to the basic programme fee.</i></p>
8.1	<p>Teaching & Training Facilities:</p> <p>Both campuses have a complete range of appropriately equipped classrooms for the bachelor programme. These are equipped with smart-beamers or smart (TV) screens that are connected with classroom computers. They feature external USB, VGA or HDMI inputs to enable content distribution from external devices. There is considerable flexibility for change of the configuration to suit different teaching requirements.</p> <p>Dedicated teaching facilities are available for rooms division, food and beverage including kitchens, a range of outlets, lecture theatres, meeting, conference and group. Of note are:</p> <ul style="list-style-type: none"> • 41 hotel rooms (21 in The Hague and 20 in Amsterdam)

Criteria

	<ul style="list-style-type: none"> • 256 twin bedded student rooms (128 at each location) • Reception desks and back offices • Linen rooms and Housekeeping offices and storage facilities • Various restaurant concepts (fine dining, brasserie, staff & student restaurants) • Banqueting areas <p>Similarly, the classrooms for the MBA programme are appropriate and suitable equipped. A dedicated workspace for students is provided.</p> <p>The range of commercial food and beverage services is comparable with a medium full-service hotel property, in the broadest sense. The Le Début is a first class fine-dining restaurant that would be the envy of many other restaurants. The brasserie, Zinq, has an informal service with an integrated bar. Then there is the extensive range of cuisine available from the multiple stations in the self-serve casual dining area. All of the food is prepared and served by students, under the watchful eye of experienced and guiding instructors.</p> <p>The food rescue programme is fully integrated with the operation of these kitchens, as are aspects of sustainability best practices.</p> <p>The HTH is commended for the wonderful facilities at both campuses, where those in Amsterdam are world class - the physical facilities of both campuses are modern, functional and well-maintained. Space allocation is good as is functional interconnectivity. Administrative and teaching staff areas have a distinct contemporary business ambiance. Food and beverage outlets have a range of offerings from casual to fine-dining.</p> <p>The back-of-house arrangements are appropriately designed for delivery of food services as well as teaching vehicles for the HTH students. The media centres are very good. WiFi is consistently reliable.</p> <p>A continuous programme of facility upgrading was observed in progress. Students at both campuses are equally well served by the physical and online facilities. The school has a procedure and policy in place for 2017-2018 to address the needs of students with disabilities.</p>
	<p>WiFi connection:</p> <p>There is a cabled network (SURF external / TSG internal). Hotelschool The Hague has 4 types of (secure) Wi-Fi facilities:</p> <ul style="list-style-type: none"> • Hotelschool The Hague Employees • Hotelschool The Hague Students • Hotelschool The Hague Guests • Eduroam <p>The internet connections at each location are 1GB (internet). The connections to the data centre (Winvision: Hotelschool The Hague applications host) is 3GB. Students have a connection speed of 20mbps during the day and 30mbit during evenings and weekends. The latter only applies to students staying at Skotel.</p> <p>The quality and reliability of the WiFi service was verified by the auditors through both campuses and in the hotel guest rooms of the HTH. Connections were easy and connection was maintained without undue interruption.</p>
8.2	<p>a) Physical Library Collection:</p> <p>The library focuses on titles in the Hospitality industry, Hotels & Restaurants and Food & Beverage. General subjects such as books on Marketing, Finance, Human Resources, Languages, Behavioural Sciences, Law, Research, Operations and Information Management are also included.</p> <p>The international print collection consists of 23,267 current books, 99 printed copies of industry magazines and academic journals. In addition to the hard copy magazines, the Media Centre provides 9,000 online academic journals and magazines. The total audio-visual collection (DVD, CD and CDROM) is 675 titles.</p> <p>The Media Centre has a variety of study places, both for individual and group use, including study cubicles, a silence study room and a computer room, opening hours 9.00 – 21.00, Monday to Friday.</p> <p>There are Media Centres at both campuses, The Hague and Amsterdam, where the collections mirror each other. These centres are generous spatially, with spaces for group and individual work. There is a 'silent' area. All of these areas were observed to be in use by the students and staff.</p> <p>Inspection of the shelved titles demonstrated that relevant topic areas were covered and the titles were current. All areas of the media centre were found to be in first-class order so as to facilitate use by students and staff.</p>

Criteria

	<p>c) Online Library Collection:</p> <p>Full text access to the most important databases; Ebsco Business Complete, UNWTO World Tourism Organization, Elsevier Science Direct, MarketLine Advantage, Euromonitor, Global Data, Lexis Nexis Academic and Emerald.</p>
	<p>Full online text access to academic journals; such as, Cornell Hospitality Quarterly, FIU Hospitality Review, Harvard Business Review, International journal of Hospitality Management, Journal of Culinary Science & Technology, Journal of Hospitality Financial management, Journal of Hospitality & Tourism Education and access to Trade Magazines such as Caterer & Hotelkeeper, Hotels, Horeca Misset and Top hotels.</p> <p>Repository of practical placement reports, LYCar reports, Research Centre reports and Industry reports.</p> <p>A comprehensive collection of more than 160,000 e-books is available via the EBSCO Academic collection database. In addition to this e-book subscription, the Media Centre is also investing in building up its own digital e-book collection in EBSCO. This means the Media Centre ensures that (if available in electronic format) the mandatory and recommended literature can also be accessed via EBSCO.</p> <p>All online resources, relevant to the curriculum, are available on the Media Centre website: https://mediacentre.hotelschool.nl/</p> <p>The coverage by the online titles – books, journals, industry and school reports - is commendable. It provides the information readily and as the present generation of students expects.</p>
<p>9.</p>	<p>Student Support Services</p> <p><i>Student learning experience and learning outcomes can be greatly influenced by the academic support services available to them. A high-quality programme specifically for domestic and international students must be provided, supported by a range of activities.</i></p>
<p>9.1</p>	<p>The Range of Student Support Services available to National and International Students:</p> <p>A comprehensive range of student support services is available for prospective students, current students and student graduates. These are well-integrated into the overall administration of the HTH and its constituent administrative parts.</p> <p>Student services in relation to application and enrolment involve recruitment, marketing, admissions and new-student orientation where graduates from HTH are a key component. Admitted applicants receive advice and support regarding accommodation on and off campus and undergo an orientation weekend, which is followed by their first course, 'Checking In'. Advice and support regarding academic progress and, if encountered, difficulties are provided primarily by a tutor who has a group of 24 students, where there are also study progress coordinators who have a specific responsibility regarding study progress. Student counselors, confidential advisors and general and IT service desks are available for student support.</p> <p>Discussions were conducted with a wide range of students (bachelor and master), alumni and staff (senior management, teaching and student-support) during the site visit. It is clear that the process of student recruitment through to admissions and orientation is proactive and professional.</p>
	<p>Support for students is consistently in place for day-to-day guidance of their progress through the programme and especially during their internship placements, which often are at great distances from their home campuses. Students stressed that support was especially good when they were on placement away from campus.</p> <p>The latter part of the programme effectively integrates the preparation of students for their job-search. Particularly their LYCar integrated programme during their year 4, which includes a management placement. The earlier practical placement is an important prelude for this. Strong support from alumni/ae, industry, HTH teachers and HTH staff is available throughout the process of preparation for and conduct of job searches.</p> <p>Collectively, support for students is multi-faceted, strong and effective.</p>

Criteria

9.2	<p>The effectiveness of the student satisfaction survey methodology adopted and how it reflects the application institution's commitment for on-going quality assurance of their student services?</p> <p>Surveys of students and graduates are conducted by HTH and relevant external organisations. These include:</p> <ul style="list-style-type: none"> • Course evaluations (This is a course-specific HTH questionnaire related to current students.) • Annual student survey (This HTH questionnaire provides broad feedback on current students.) • Alumni survey (bi-annual) (HTH questionnaire.) • National student evaluation. (External survey across multiple universities.) • HBO monitor (Conducted by external organization in Dutch so likely excludes many international students.) <p>Students' perception on the effectiveness of survey methodology and frequency adopted?</p> <p>Discussions with students confirmed the effectiveness of feedback mechanisms and that student opinion is heard and often acted on in a timely manner. Student Committees and general forums supplement the formal questionnaire feedback channels.</p> <p>Student leaders described the use of social media to gather their colleagues' feedback so as to formulate focussed discussion points for subsequent forums. The student associations meet regularly with the Board of Directors and the Industry Advisory Board. The students said that the administration reaches out for ideas from the students for change.</p> <p>In general, the students were content with the survey methods employed and their frequency.</p>
9.3	<p>Assistance in finding Employment for Students Upon Graduation (if applicable):</p> <p>The final stage of the Bachelor programme includes the "Launching Your Career" (LYCar) course, which intends to prepare students for entering the employment market (or continuing with a Master's degree). Students explore and detail their career ambitions. They prepare a personal plan with a self-analysis and details of the skills and focus areas they need to further develop to create stepping-stones for their career after HTH. Progressive work on this project includes frequent reviews and modifications, under the guidance of teaching staff.</p> <p>Students attend career workshops, company presentations, career fairs and networking events where students may have interviews with hospitality companies that are recruiting for management internships.</p> <p>Students are encouraged to make use of their coaches in LYCar, the school's network of industry relations accessible via the school's Placement Office database for internship or employment opportunities and via the Placement Coordinators. Lecturers' informal networks and the extensive global HTH alumni network are also available. Some students opt for working in industry client projects via the School's Research Centre.</p>
10.	<p>Industry Advisory Board</p> <p><i>One of the major aims of TH&E programmes is to produce graduates who can contribute to the TH&E industry. Engagement of the industry in curriculum development, programme delivery is highly desirable.</i></p>
10.3	<p>Terms of Reference of the Industry Advisory Board:</p> <p>The purpose/goal of Industry Advisory Board (IAB) meetings is to seek advice from the members on topics related to the strategy, vision and curriculum of the HTH.</p> <p>A major positive initiative by the IAB is the 'Next Generation' Advisory Board. This NGAB has a similar format as the IAB. The purpose of having this second board in place is to ensure a focus in relation to the Industry remains relevant both now and in the future.</p> <p>The IAB, along with the NGAB, brings senior industry expertise to bear on the HTH is a positive and effective way, which is commendable. It is also a mechanism for aligning the school with industry needs and desired best practices.</p>

Criteria

10.4 Advisory Board Members:

The HTH International Advisory Board consists of 16 members who are active in the Hospitality Industry. The members represent not only various segments within our Industry such as Hotels, Restaurants, Travel, Education, Banking etc.; but also hold various senior positions such as CEO, Senior VP, owner, entrepreneur etc. The present membership of the IAB is senior industry leaders from a range of hospitality organizations who bring substantial value to the HTH.

‘Next Generation’ Advisory Board members are not yet senior leaders of their respective companies, however, are deemed to have high potential to be in the future. The IAB members nominate the members of the NGAB.

Clearly the IAB brings powerful industry perspectives and inputs to the HTH. Review of the draft minutes of the IAB meeting at the Amsterdam campus on 11 October 2017, shows structured discussion and input from board members on strategic issues that included the standing of the HTH in 2027 and how to maintain the School’s leading position. Strategies for preparing the School for the coming 10 years were discussed.

10.5 Frequency of meetings:

The IAB meets annually at one of the two HTH campuses, and, the NGAB also meets annually.

11. Staffing Resources

The quality of a programme depends to an extent on the number, qualifications, academic scholarship and experience of the teaching staff. To ensure excellence, there must be an identifiable group of staff teaching the TH&E programmes. These staff may constitute a department or similar organisational unit, or they may form part of a larger unit (e.g., a Business School or Faculty). There must be a sufficient number of full-time equivalent (FTE) staff with relevant qualifications and experience in teaching Tourism and Hospitality courses at the major location on which the programme is taught.

Academic and Administrative Staffing Resources of the Teaching unit:

Review of the summary CV of the staff (attachment 8 of the self-evaluation report) demonstrates that the HTH has an international and professional team that is generally well-qualified academically. The staff as a whole have adequate relevant industry experience and good international exposure through their work experience.

HTH employed 227 persons (200,05 FTEs) at the end of 2017, 1.3 FTE is management and supporting staff dedicated to the Master programme.

The workforce composition of lecturers shows a good percentage of master degree (63.8%)a and PhDs (21.7%). The student to teaching staff ratio is 17.2:1 for the Bachelors programme.

The teaching staff have a significant international profile with 27 percent being non-Dutch, from 16 other countries. The global perspective of the school is strengthened with 41 percent of the teaching staff having worked outside of the Netherlands for at least five years or holding a first non-Dutch passport. These staff have worked in almost 40 different countries including Russia, India, Kenya and the USA. This is significantly positive given the international orientation of the hospitality industry.

The staff are effective role models for HTH students where building meaningful relationships and engaging in life-long learning are concerned. Teaching staff are encouraged to continue learning through seeking personal and professional development.

Bachelor		Master	
Title/Position	No & %FTE*	Title/Position	No & %FTE*
Academic		Academic	
Board of Directors	2 / 2	Programme Director	1 / 0.7
Management**	11 / 10.9	Programme Coordinator	1 / 0.6
Senior Lecturer	38 / 33.75	Lecturers	11 / 0.97
Lecturer	65 / 55.9		
Instructor	36 / 34		
Exam- and Assessment Committee	6 / 1.25		
Internships/Placement	15 / 14		

Criteria

	<p>From discussions with current Bachelor and Master's students as well as alumni, it was evident that their current and past teachers were able to bring appropriate educational value to bear on the courses that they taught. It was also evident that there is respect for the expertise and experience of the HTH teaching staff.</p> <p>Observation of classes underway demonstrated the excellent teaching skills of the staff as catalysts for learning by their students. In the class on Business Model Innovation, the instructor was dynamic and interactive with the students. All students were kept engaged. Discussion was linked with the theory as the in-class industry case was developed.</p> <p>During the BWG Beverage Management class, students were guided through a water tasting exercises that included six different types of water (five bottled brands and tap water). The instructor recapped past instruction and encouraged the students to progress with their assignment. Structured, practical strawberry-chocolate-coffee and water tastings were conducted in an interactive and challenging way. A video on water and sustainability was shown.</p> <p>Discussions with HTH staff (recruitment, admissions, placement, counselling, media resource) verified views gained from the students and alumni that these administrative staff are capable professionals who are well versed in their responsibilities.</p> <p>Meetings with the Board of Directors allowed the Auditors to understand their strategic and managerial roles.</p> <p>The HTH has sufficient teaching and administrative staff to effectively conduct the affairs of the School.</p>
12.	<p>Financial Resources</p> <p><i>Institutions, Schools / Departments or Teaching Units must be sufficiently resourced to support the educational objectives of the various programmes they are offering.</i></p>
12.2	<p>Financial Viability of the Applicant Institution and the Teaching Unit:</p> <p>The presented budget for 2018-2021 shows that the HTH is primarily funded by government with its second most important source of revenue being students' fees (around 62% and around 30%, respectively).</p> <p>As expected, the major expense relates to staff (around 64%) of which salaries account for more than half of the total budget (around 56%). Establishment and operating costs together with depreciation account for the balance of the expenses.</p> <p>The HTH management projects to operate with a small surplus (around 4% pa) over the period 2018 to 2021.</p> <p>Visual inspection of the day-to-day operation of the school at both campuses and discussions with the wider school community did not identify any area that might have insufficient funding for proper operation.</p> <p>Based on the evidence presented by HTH, with sound management, this University of Applied Science has sufficient financial resources to continue to support its educational objectives.</p>
13.	<p>Memberships, Partnerships and Community Engagement</p> <p><i>Institutional memberships of professional associations or partnerships with major TH&E companies are indications of engagement with the wider TH&E community and with the networking opportunities, which that affords.</i></p>
13.1	<p>Membership of academic or professional associations:</p> <p>The HTH has established an extensive and relevant academic and professional network via organisational and staff memberships. Some of these are general educational organisations (e.g., European Association of Institutions in Higher Education) and others are specific to hospitality (e.g., Council on Hotel, Restaurant and Institutional Education, Hospitality Financial and Technology Professionals, Hospitality Sales and Marketing Association International, European Association of Hotel & Tourism Schools, Hospitality Sales and Marketing Association International, Meeting Professionals International, Stichtingvereniging van Scholen met een Horeca-Opleiding, STR Global) or professions that are central to the hospitality industry (e.g., International Conference on Innovation and Entrepreneurship, Nederlandse Beroepsorganisatie van Accountants).</p> <p>These memberships represent a broad range of appropriate and very useful networking organisations.</p>

Criteria

	<p>Partnership with major TH&E operators:</p> <p>The HTH was founded in 1929 by industry for industry and continues to maintain diverse and engaged hospitality industry partnerships.</p> <p>There are around 50 industry partners in both rooms and food and beverage operations that tie in with the HTH operational services on both campuses. These range from leading global hotel organizations (e.g., Marriott, Accor) to international entertainment and lodging organisations (e.g., Disney) and beverage manufacturers (e.g., Heineken).</p> <p>The HTH Industry Advisory Board provides further senior management level linkages with the hospitality industry. In addition, the Research Center has its relationships with Industry to jointly develop knowledge and innovate the industry.</p> <p>From a list of 100 visiting lecturers, more than 47 industry guest lecturers are invited to campus to engage with the students in their classes. The students reported in discussions on the value that these guest lecturers brought to the classroom.</p> <p>Another important form of partnership is through the extensive HTH network of practical and management (LYCar) placement partners that spans the globe.</p>
	<p>Community Engagement and/or Social Responsibility:</p> <p>The HTH also seeks to make selected contributions to the United Nations Sustainable Development Goals, which is one of the three strategic objectives of the school. This manifest itself in a number of ways.</p> <p>In cooperation with In-stock, Waste factory, Waste Watchers and Kromkommer, the HTH has an on-going food rescue programme that collects and distributes food, sometimes with processing, through its food rescue project. Distribution channels include Food Bank Amsterdam (Voedselbank Amsterdam) and Salvation Army (Leger Des Heils).</p> <p>Some of these rescued foods are served in the food outlets of the HTH and packaged for distribution. Some products include vegetable soups, fruit beverages and fruit preserves.</p> <p>Some hospitality industry relevant best practices are implemented in the daily operations of the HTH; for example, there are separate refuse recycle bins, hotel guests are encouraged to reuse towels, reusable beverage containers are actively promoted.</p>
	<p>Site Audit Observation:</p> <p>The HTH has a variety of engagements through industry, academic and community initiatives that are local, regional and global. These serve the School well in many ways, educationally and responsibly.</p> <p>Given that the HTH has sustainability as one of its three strategic objectives, it recommended for the inclusion of hotel industry standards for targeting and managing sustainable operations of the School as a whole. Many major hotel organisations have implemented these so it would be good for the brand of the School and for environmental and social responsibility if the HTH has a responsibility programme with annual reportage.</p>
<p>14.</p>	<p>Areas of Excellence</p> <p><i>Institutions must be able to demonstrate excellence through external recognition of exceptional achievements in the range of academic research; in staff and student achievements; and in demonstrated industry leadership, across the spectrum of TH&E educational activities. Recognition by international bodies is particularly convincing.</i></p>
	<p>ESSENTIAL</p> <p>1. Continuing professional skills upgrading for their staff:</p> <p>The HTH has encouraged staff to continually upgrade their academic and professional skills. There has been a constant focus on improving didactical skills in general and assessment skills as well as increasing and maintaining professional knowledge and knowledge of the hospitality industry. There is a boarding programme in place for new employees, selective government funded teaching scholarships, training of all staff in the application of the Dee Fink model and selective encouragement and support for staff to complete their Master or Doctoral degrees.</p> <p>Hotelschool The Hague is working on a few Professionalisation Plan as a next step after approving the Institutional Plan.</p> <p>Staff confirmed in discussions that there is encouragement, opportunity, time and funding to undertake skills upgrading and to attend conferences. The list of conference papers presented is impressive.</p>

Criteria

	<p>2. Significant professional and/or industry leadership:</p> <p>The HTH is one of founding partners of the Hotel Schools of Distinction, a global professional development network, that bridges the gap between the real world and the classroom by drawing on the insights of its industry partners to prepare students with the skills they will need to be leaders in the future of hospitality.</p> <p>In addition, the HTH is an active member and one of the driving forces in the Association Dutch Hotel Management Schools, which has a main goal enhancing the quality of the hotel schools in The Netherlands, by exchanging important internal and external developments in hotel education.</p> <p>Industry leadership has also been demonstrated through research on Airbnb in the Europe. The findings have contributed to the societal debate on the impact of urban vacation rentals. The Airbnb reports have been discussed in trade journals as well as in general media, both nationally and internationally. Jeroen Oskam, Director Research Centre has been invited to speak at a number of international conferences on this topic.</p> <p>On several recent occasions, teaching staff have been invited to give keynote addresses at international academic and industry conferences. This demonstrates prominent school and individual leadership in the hospitality sector.</p> <p>As noted above, another area of excellence is the extent and standard of the practical hospitality teaching facilities as found in the teaching hotels and the range of teaching food and beverage outlets.</p>
	<p>3. Collaboration with international and national TH&E enterprises and industry associations:</p> <p>The strong industry outreach by and integration of industry input within the School is enthusiastically acknowledged.</p> <p>HTH collaborates with many other organisations, in industry and education, as partners and sponsors where the primary aim is facilitating and improving the programme of HTH and other schools (e.g. Hotel Schools of Distinction and Association Dutch Hotel Management Schools). For the industry it gives access to the professionals of the future and the possibility to build relationships with them at an early stage. Students are linked to the latest trends in hospitality. The industry plays a significant role in designing and delivering the School's programme.</p>
	<p>4. National or international awards to the institution or its staff (e.g., education excellence awards, tourism awards, teaching awards):</p> <p>The HTH has demonstrated excellence at a number of high-profile international events by participating in and frequently achieving distinction:</p> <ul style="list-style-type: none"> • Worldwide Hospitality Awards 2014, Paris: Finalist in the 'Best Hospitality Management School' and 'Best Education Innovation' categories. • Passion 4 Hospitality Debating contest 2015, London: Runners-up (3rd time running in the final - Hotelschool The Hague participated as the first non-British team in 2013 and won the competition. • Worldwide Hospitality Awards 2015, Paris: Finalist 'Best Hospitality Management School'. • Worldwide Hospitality Awards 2016, Paris: Runners-up 'Best Hospitality Management School' and 'Best Professional Success'. • Worldwide Hospitality Awards 2017, Paris: Claudia Pronk, Hotelschool The Hague • Brouwershaven van, JWM (13-16 Nov-17): THE-ICE 11th IPoE Forum 2017: Won Best Paper Award for the topic of 'The need for change at Dutch Hotel Management Schools'. • Sterre Bisschop and Anna Bosten: won the IHIF Student Challenge at the 2015 IHIF Berlin: "How can Hotels compete against concepts such as Airbnb and Homeaway?" • Zuzia, Lisa, Githa, Daan: EMCup: Winner of Best Case and Best Pitch – Paper - a competition amongst the best European Hotel Management Schools students.

Criteria

	<p>5. Scholarly activities* undertaken by staff as evidenced by publications and research grants received:</p> <p>The staff of HTH has been active in presenting research papers at high-profile international conferences. In recent years, staff have chaired, delivered keynote addresses and presented papers at around 30 international conferences. These include both leading industry (e.g., IHIF and ITB Berlin) and leading academic (e.g., EuroCHRIE and IPoE) events that are highly respected. A number of useful book chapters have also been published.</p> <p>For the period 2007 to Q1 2018, research funding was reported as 161,000 Euro, where the grants ranged from 500 to 37,000 Euro for different projects. Importantly, during the site visit, a new major research grant, a Comenius Leadership Fellow Grant, was announced for 385,000 Euro. This is for a project on adoption of hospitality management education, planned to span over 42 months with various outcomes.</p>
	<p>DESIRABLE</p> <p>1. Accreditation by external and/or international quality assurance agencies:</p> <ul style="list-style-type: none"> • NVAO accredited, with re-accreditation in progress. • THE-ICE accreditation is currently in progress.
	<p>2. Staff invited as speakers at national or international conferences or industry forums:</p> <p>Staff have taken leadership roles at international industry and academic events, such as:</p> <ul style="list-style-type: none"> • Director: Academic programme of Euhofa2014 (3 – 6 Nov 2014), with the central ‘Experiencing Hospitality’ theme. • Keynote: "Competition & Cooperation in the 21st Century: how Revenue Management contributes to the bottom line", 7th World Hotel Forum – UNWTO and World Hotel Association, Sanya (China). • Keynote: “Future Proofing your Business” at the Arabian Hotel Investment Conference (6-7 May – 2015).
	<p>3. Hosting of national or international conferences:</p> <p>HTH has hosted events that have connected the global hospitality industry and future hospitality leaders in a creative and relevant manner.</p> <ul style="list-style-type: none"> • EUHOFA (3-6 November 2014) was organised by ROC Mondriaan. Hotelschool The Hague (Dr. Wiegerink) took care of Academic Programme and hosted the conference on 5 November. • The Student Challenge - Hospitality Leaders Network Conference (19-Sep-2014): Hotelschool The Hague (AM) hosted the Hospitality Leaders Network Conference. Prior to this conference, students from Glion, Les Roches, HK Polytech, Maastricht and Hotelschool The Hague participated in a student challenge. • The Genio Worldwide Innovation Summit (10-13 October 2016): students from 11 international hotel schools were invited to work on a case for Schiphol and present it to a group of international CEOs. • Michelin Event at DeLaMar Theatre (11-Dec-2017): the presentation of the 2018 Michelin Stars took place at DeLaMar Theatre in Amsterdam. Hotelschool The Hague hosted/ partnered with this event again with a group of approximately 50 students. • The Genio Worldwide Innovation Summit (9 to 12 Oct-2017): students from 12 international hotel schools were invited to work on a case for a new hotel/hospitality concept project next to the Heineken Music Hall.
	<p>4. Editorial (by staff) of national or international professional journals or industry publications:</p> <p>Mr. J. Oskam is associate editor of The Journal of Tourism Futures.</p>
	<p>5. Research undertaken by staff and evidenced by the number of publications and research grants received:</p> <p>The HTH has undertaken a range of research projects, some through its Research Centre, resulting in many conference paper presentations to industry and academia. Several industry-based projects have also been undertaken.</p> <p>Good progress has been made on attracting research grants as outlined above.</p>

Criteria

The HTH is commended for its current thrust to develop research for hospitality research. In this regard, it is acknowledged that the HTH is an applied university and there for undertakes relevant research. Also, it is understood that research is a recent undertaking of the School. It is therefore commendable that there is some good research initiative in the form of grants, participation in conferences and journal editing.

As the HTH moves forward with its research endeavours, it is suggested that there is a focus on applied research that is directly relevant to the hospitality industry. To facilitate the dissemination of research findings to industry, it would be beneficial to both the School and to industry if published research papers were rewritten in industry-relevant formats for hospitality professional consumption and application.

Auditors' Commendations and Recommendation

The Auditors were privileged to participate in reviewing Hotelschool The Hague. It is with great pleasure they recommend HTH to be fully-accredited by THE-ICE.

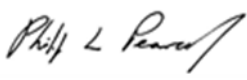

Commendations:

- Wonderful facilities at both locations. Absolutely world-class in Amsterdam.
- High-quality student work which was well-supported by services to students.
- Staff teaching was engaging, and staff were committed, concerned and connected to students and their achievements.
- The current thrust to develop research for hospitality leadership is an emerging strength.
- The Bachelor programme was well-established, performing well and rich in marrying operational and managerial competencies.
- The Masters programme is new, evolving and its direction in design and creative hospitality leadership are encouraged.
- The strong industry outreach and connectivity is acknowledged, with the involved alumni being a genuine strength.
- Internationalisation is embedded quite effectively in the life of the students, in subjects, through staff diversity and placements (for the Bachelor students).



Recommendations:

- There is a need to label the Masters degree better so that it reflects the content and clearly describes the value of the degree to students and employers.
- The coaching role for the Bachelor thesis and LYCar activities and the MBA thesis needs to be addressed. Work on aligning advice, logistics and expectations as well as the sophistication of the work all need to be considered.
- Building the future vision for Hotelschool The Hague requires considered and widespread discussion concerning the complexities and new challenges of reaching widely beyond Europe. A tighter specification and definition of the meaning of internationalisation versus globalisation will assist this decision making.
- The inclusion of hotel industry standards for targeting and managing sustainable operations of the School as a whole.

Interim Report prepared by:

PHILIP LOVELL PEARCE THE-ICE Auditor Name in Full	RUSSELL ARTHUR SMITH THE-ICE Auditor Name in Full
	
Signature	Signature
19 th May, 2018	19 th May 2018
Date	Date

Final Report prepared by:

PHILIP LOVELL PEARCE THE-ICE Auditor Name in Full	RUSSELL ARTHUR SMITH THE-ICE Auditor Name in Full
	
Signature	Signature
8 th June, 2018 & 28 th June, 2018	8 th June, 2018 & 28 th June, 2018
Date	Date