



**HOTELSCHOOL  
THE HAGUE**

*Hospitality Business School*

**Hotelschool The Hague**

**B Hospitality Management**

**M Master of International Hospitality Management**

**Extended Programme Assessment**



## Summary

In May 2018, an audit panel conducted an extended programme assessment of the existing Bachelor Hospitality Management and the existing Master of International Hospitality Management of Hotelschool The Hague (further: HTH) in The Hague and Amsterdam. The panel assesses the quality of the bachelor programme as good. The panel assesses the quality of the master programme as satisfactory<sup>1</sup>.

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

The panel assesses standard 1 as good for both the bachelor and the master programme.

The panel confirms that 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. HTH profiles itself by adding a competence with a specific focus on stakeholders, emphasising its aim to provide socially interested and responsible graduates who are able and willing to contribute to realising 'a better world'. The intended learning outcomes of the master programme meet the requirements of the Dublin descriptors at master level. The name of the programme, in combination with the school's name, suggests that the programme focuses on hospitality in the hotel industry, but the scope is wider than that: it is on the design, delivery and management of hospitality as the highest level of service. A different name may express this more clearly.

The strong link of both programmes 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 extensive links with national and international partners. The intended learning outcomes of both the bachelor and master programme are ambitious and 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: Curriculum: orientation**

The panel assesses standard 2 as good for the bachelor programme.

The panel assesses standard 2 as satisfactory for the master programme.

The orientation of the bachelor curriculum strikes a good balance between research and professional skills. Students develop their professional skills through practical learning in real-life settings and in the placement abroad. The strong engagement with industry ensures that students have a wide range of opportunities to develop these skills. The programme shows a good combination of theory, research and practice, including 21<sup>st</sup> century skills. Research skills are addressed in various courses throughout the programme. An explicit learning line in research skills could strengthen this further. In the final course, Launching Your Career (LYCar), students are given the opportunity to design their own, personalised pathway towards graduation and to focus on their area(s) of interest.

The master programme is a business-oriented degree, well-connected to the industry. All courses are designed to employ academic and/or field research within them, preparing the students for the final Consultancy Project. The programme is still working on the best way to get all students to the same

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<sup>1</sup> Based on the NVAO decision rules, a programme can be assessed as good if at least five standards, including standard 11, are assessed as good. This means that, even though the panel has assessed most standards of the master programme as good or even excellent, the overall assessment is satisfactory, because standard 11 is assessed as satisfactory.

level of research. Adjustments have already been taken, such as the implementation of a re-designed research course per September 2017. The panel expects that preparation of the master thesis will be further strengthened by measures that have been taken to adjust the timeframe, provide more structure and have students start earlier on their thesis research.

### **Standard 3: Curriculum: content**

The panel assesses standard 3 as good for both the bachelor and the master programme.

The bachelor curriculum offers a solid framework of courses that fit the mission and vision of HTH. The curriculum is well-thought out and enables students to acquire all intended learning goals. The courses are well orientated towards the industry and reflect the school's strategic themes, including the focus on social relevance. A good example is the Food Rescue project. The content of the courses is up to date and of the required level. It is clear that students proceed to the higher more strategic levels during the curriculum. The courses reflect recent trends and developments.

The curriculum of the master programme is founded on a Body of Knowledge, developed in co-creation with industry, research and academic experts as well as alumni. The curriculum is well-aligned. It enables students to achieve the five Professional Competencies. The programme is quite innovative in its focus on service excellence.

### **Standard 4: Curriculum: learning environment**

The panel assesses standard 4 as good for both the bachelor and the master programme.

The learning environment in the bachelor programme is based on a distinctive didactic concept and includes a preparation for life-long learning. Theory, instruction and practice are well aligned. Flipping the classroom is introduced in a number of courses. The teaching approach is engaging and interactive. Together with the small scale of classes and the mandatory residence in the Skotel in the first year, this creates a true feeling of community. The community feeling persists after graduation and leads to a strong alumni network that offers many opportunities for students. Students can participate in various extracurricular activities and those who want to go 'the extra mile' get extra opportunities, such as student-assistantships or entrance in international competitions.

The didactic approach in the master programme is similar to the one in the bachelor programme. The maximum intake of 25 students guarantees close interaction among students and between students and lecturers. Lecturers use a wide range of interactive teaching methods, aligned with the type of course and the subject matter.

### **Standard 5: Intake**

The panel assesses standard 5 as good for both the bachelor and the master programme.

The bachelor programme has an annual intake of approximately 500 students, 300 in September and 200 in February, spread evenly over the two campuses (The Hague and Amsterdam). Students with a hospitality related diploma may apply for the International Fast Track-programme. The maximum intake for the master programme is 25. There is a solid application and selection procedure, based on personal contact, which enables HTH to assure the right fit and level of students in both programmes.

### **Standard 6: Staff**

The panel assesses standard 6 as good for both the bachelor and the master programme.

The programme staff is well qualified to teach and organise the curriculum of both programmes. They are engaging, concerned and well connected with the students and their achievements. Most faculty members who teach in the bachelor programme have a Master's or PhD degree, for the master programme all lecturers have a Master's or PhD degree. The staff includes four professorships. An impressive range of (academic) guest lecturers is part of the teaching staff in the master programme. A large majority of staff comes from the (international) industry and keeps in touch with recent developments. The facilities for staff development are extensive. The programme actively aims to attract more international staff. The staff-student ratio is 1:17.2 for the bachelor programme and 1:12.4 for the master programme, which is quite favourable.

### **Standard 7: Facilities**

The panel assesses standard 7 as excellent for both the bachelor and the master programme

The school offers extensive and excellent facilities for the realisation of the programmes. The outlets (Skotel, guest hotel, restaurants and kitchens) provide a great opportunity to learn in a safe, sophisticated and professional environment. The school offers main lecture halls, large and small classrooms, study spaces, computer facilities and a service and helpdesk. Both campuses offer the same kind of facilities. Those in Amsterdam are world-class. The campuses reflect the different characters of the two cities and thus complement each other. Bachelor students can indicate their choice for either campus in the application process. The master programme is offered in Amsterdam only.

### **Standard 8: Tutoring**

The panel assesses standard 8 as good for the bachelor programme.

The panel assesses standard 8 as excellent for the master programme.

Bachelor students are well-supported by a tutor, a placement coach and a LYCar coach. The support of coaches in each study phase and more specialised counselors guarantee that students are very well guided in their studies. The guidance during the master programme is even more personalised, due to the small scale of the programme and the strong involvement of the programme manager. The information provision is extensive and ties in with the needs of students as well. Alumni can be contacted all over the world for information and assistance.

### **Standard 9: Quality assurance**

The panel assesses standard 9 as good for both the bachelor and the master programme.

Both programmes have a good system of quality assurance, with an active involvement of staff, students and other stakeholders. There is an open mind for feedback and improvements and a clear planning and control system. Appropriate committees are in place to organise the quality process within the school.

### **Standard 10: Assessment**

The panel assesses standard 10 as good for both the bachelor and the master programme.

The assessment policy guarantees the validity, reliability and transparency of tests and the tests and assignments of courses fully meet these requirements. The initiatives to have individual rather than group assessments and a combination of formative and summative assessments (assessment for learning) are good. Students are examined at the appropriate level. The assessment forms have detailed rubrics. The panel advises adding written assessor's comments as a justification for the marks

allocated, both on the LYCar assessment forms and the master thesis assessment forms. The Exam Committee and the Assessment Committee take an active role in guaranteeing and improving the quality of assessment.

### **Standard 11: Achieved learning outcomes**

The panel assesses standard 11 as good for the bachelor programme.

The panel assesses standard 11 as satisfactory for the master programme.

The bachelor theses 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. The LYCar project proved to be an excellent stepping stone for many of them. They perform well in their professional positions and show they are the hospitality leaders the programme aims for. Industry representatives confirm the innovative and entrepreneurial attitude of the bachelor graduates. The master theses show that the students achieve the intended master level.

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

Programmes or tracks that have been granted permission by the Minister of Education, Culture and Science to select students and impose higher statutory tuition fees must have a practice-based assessment conducted within six years after such permission has been granted. This assessment concerns the realisation of the ambitions set out in the original application. The panel has executed this practice-based assessment at HTH as part of the programme assessment required for re-accreditation.

- A. The panel confirms that HTH has formulated intended learning outcomes that are not only aimed at achieving a high level in hospitality management, but also aim at social awareness, multi- and interdisciplinary skills and taking responsibility.
- 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 at Skotel and continues after graduation in the alumni community.
- D. The programme has a sound selection procedure in place, that is regularly evaluated and improved. Motivation is a key factor in the selection. The selection procedure assures the proper level and best fit of students.
- E. The lecturers have high-quality 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 1:17.2, which enables a good execution of the curriculum and small-scale teaching.
- G. The facilities at both campuses are extensive and excellent. Bachelor students live in Skotel during their first year. They share a room with another student, mostly from a different nationality, which is an important part of the intercultural learning process.
- H. The LYCar (Launching Your Career) projects are the final course of the bachelor programme. In these projects, students show that they have achieved the intended learning outcomes. The LYCar projects prove to be a great stepping stone to their career. Graduates are admitted to prestigious jobs and master programmes. The graduation rates are 15% 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.

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## Introduction

This report contains the assessment of the existing bachelor programme in International Hotel Management (full time) and the existing Master programme in International Hospitality Management (full time) of Hotelschool The Hague (further: HTH). The bachelor programme is offered in The Hague and Amsterdam, the master programme in Amsterdam only. 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 programmes. 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 15-17 May 2018.

The audit panel consisted of:

- Drs. Liesbeth Schöningh MPA (chair), freelance consultant;
- Drs. Mariëlle Klerks, Programme manager International Classroom Project, Rijksuniversiteit Groningen, the Netherlands;
- Dr. Russell Arthur Smith, Principal and Company Director, Sitetectonix Pte Ltd, Singapore;
- Prof. Philip Pearce, Foundation Professor of Tourism, James Cook University, Australia;
- Frits van Paasschen, Investor, Advisor, Board Member, Keynote Speaker, Author;
- Drs. Elly Teune, vice-chair Board of Trustees, HZ University of Applied Sciences, the Netherlands;
- Ida Aittomäki, student-member, bachelor's student of Tourism and Business Management, Haaga-Helia University of Applied Sciences, Finland;
- Marijke Nicolai, student-member, master's student International Hospitality and Service Management, Stenden University of Applied Sciences Leeuwarden, the Netherlands, in combination with the University of Derby, United Kingdom (dual degree).

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.

HTH has provided the panel with a self-evaluation report. Its content complies with the requirements of the appropriate NVAO assessment framework. The panel studied the self-evaluation report as well as a sample of bachelor and master theses completed in 2016-2017 and 2017-2018. The self-evaluation report and other materials (see Appendix 2) and the site visit have enabled the panel to reach a well-considered judgement.

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

Utrecht, 28 June 2018

Panel chair

Lead auditor

E.A.M. Schöningh

M.J.H. van der Weiden

## Short outline of the programmes

The Bachelor Hospitality Management<sup>2</sup> aims to deliver students who will be able to enter an international career in hospitality or in industries where hospitality makes a difference. The Bachelor Hospitality Management is a four-year full-time programme, taught in English, and offered both in The Hague and Amsterdam. For students with prior education in hospitality the school offers an International Fast Track Programme of approximately 2.5 years. A total of 2,610 students were enrolled in the bachelor programme as of 1 October 2017. The programme has an annual intake of approximately 500 students, spread evenly over the campuses in The Hague and Amsterdam and over the starting dates in September and February. Two thirds of the student population is Dutch, while the rest of the students come from 65 different nationalities. The percentage of international students of the September 2017 intake was 44%. Characteristic for the programme are its international outlook, its small-scale and intensive education and the close involvement of industry.

The Master of International Hospitality Management is a young programme, offered at the Amsterdam campus. Since the start in 2014 49 students have graduated. The 2017-2018 cohort comprises 25 students, with 15 different nationalities. The 13-month programme aims to deliver graduates who are able to elevate the concept of 'hospitality' to 'the highest level of service', regardless of which industry this is applied to, with a focus on innovation, strategy and change.

Hotelschool The Hague is an independent, single sector, publicly funded university of applied sciences, founded in 1929 by and for industry. Its purpose is 'creating hospitable futures together', for students, employees, alumni, industry and society. The school is led by a Board of Directors. In January 2018 a new institutional plan was introduced for the 2018-2023 period, to provide direction for the next five years. The strategic objectives for this period are to be one of the top 3 hospitality business schools in the world, to make a contribution to the UN Sustainable Development Goals and to intensify the educational community.

Besides offering the bachelor and master programmes in hospitality management, the school has set up a Research Centre. This consists of one director who is an active researcher, and four lecturers (professors of applied sciences). Seven lecturers are linked to the Research Centre as research fellows, working on research on a part-time basis. The Research Centre focuses on two key areas: (1) hospitality skills and behavior and (2) the future of the hospitality industry.

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<sup>2</sup> As HTH is an international school, it uses the international name of the programme Bachelor Hospitality Management. The Dutch name is Bachelor Hotel Management.

## 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** for both the bachelor and the master programme.

### Conclusion

The panel confirms that the intended learning outcomes of the bachelor programme meet the qualifications profile of a Bachelor of Business Administration in Hotel Management, jointly drawn up by the Dutch Hotel Management Schools after consultation with the industry. They comply with the Dublin descriptors at bachelor level and the generic competences for universities of applied sciences. Hotelschool The Hague (further: HTH) profiles itself by adding a competence with a specific focus on stakeholders, emphasising its aim to provide socially interested and responsible graduates who are able and willing to contribute to realising 'a better world'. The intended learning outcomes of the master programme meet the requirements of the Dublin descriptors at master level. The focus is on innovation, strategy and change. The name of the programme, in combination with the school's name, suggests that the programme focuses on hospitality in the hotel industry, but the scope is wider than that: it is on the design, delivery and management of hospitality as the highest level of service. A different name may express this more clearly.

The strong link of both programmes 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 extensive links with national and international partners. The panel concludes that the intended learning outcomes of both the bachelor and master programme 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. The panel thinks that, given the high ambitions, verifiable objectives would be helpful to achieve them.

### Substantiation

#### *Profession and competences*

The bachelor programme has used the Professional and Educational Profile 2012-2016 of the Association of Dutch Hotel Management Schools as a starting point. This profile is based on the ten domain competencies of the Bachelor of Business Administration. This ensures that they are at the appropriate bachelor level as defined in the Dublin descriptors. HTH has added a competence with a specific focus on stakeholders and has organised the resulting eleven competencies into nine Professional Duty Categories (PDCs) and two Professional Excellence Categories (PECs). Examples are 'Understanding the ins and outs of creating and providing hospitality' (PDC1), 'Designing, controlling and improving organisational and hospitality business processes' (PDC6) and 'Putting into practice and applying social, communication and language skills' (PEC1). The panel recognises that the intended learning outcomes have a broad basis and at the same time a clear focus.

The master programme aims at competencies that clearly go beyond those at bachelor level. HTH has taken the Dublin descriptors at master level as a starting point and formulated how the master programme intends to teach 'business hospitality' to starting multidisciplinary professionals. The master level is expressed in the degree of autonomy, strategy and leadership that is required. HTH has

translated the additional competencies into five Professional Competencies (PCs): graduates of the master programme (1) have developed a vision on hospitality as a distinctive core value of an organisation, (2) are able to set up business strategies in a changing environment, (3) are able to design new concepts and business models, (4) take the lead in implementing change, and (5) demonstrate advanced hospitality-driven leadership skills. To validate the content of the programme, HTH has used the European Framework for achieving Service Excellence, formulated by the European Centre for Standardisation (CEN), and recent trend reports by UNCTAD and Deloitte. Alumni, industry professionals and academia are involved in the continuous improvement of the curriculum.

### *Profile*

Both programmes have a distinct profile, reflecting the school's mission and vision. HTH wants to shape the global hospitality industry and to have a positive impact on society. This is expressed in one of the three strategic ambitions for the coming years, i.e. to make a contribution to the UN Sustainable Development Goals, and in the additional competence for the bachelor programme ('Dealing with the power and influence of (external) stakeholders, such as owners, bankers, regulators, distributors, clients, society etc.'). HTH aims to deliver graduates who are agile, flexible, open-minded and resilient, as the best preparation for an ever changing future. The panel supports this approach. The three focus areas of the master programme (Concept Innovation, Strategic Business Development and Change Management) contribute to produce graduates who are able to design, deliver and manage hospitality as the highest level of service, not only in the hotel/hospitality and tourism industry, but also in hospitals, housing corporations or even prisons. This is a special niche and distinguishes the HTH master students from other MBA programmes. The name of the programme, combined with the school's name, may lead to different expectations. According to the panel, a more specific name could clarify for applicants and employers that the programme does not focus on the hospitality industry per se, but on service excellence with a wider scope. The panel commends HTH for its ambitions, such as to be in the top 3 globally and on sustainability. In order to achieve these goals, the school is advised to formulate them more crisply in concrete ambitions and objectives to help focus resources and energy.

### *Internationalisation*

The programme meets international requirements in the field of hotel management. Since the 1990s HTH started to transform itself into an international hospitality business school. Since then, all programmes are taught in English and the number of non-Dutch students and staff has increased substantially. The programme has applied for full membership of THE-ICE. HTH was a founding partner of Hotel Schools of Distinction in 2014, a global alliance of hotel schools in partnership with hospitality industry leaders. Since 2014, HTH also organised the Genio Worldwide Innovation Summit on an annual basis. Students from international hotel schools work on a case and present their findings to a group of international CEOs. The school's connections to the global hospitality industry and its worldwide network of alumni chapters enable the school to position itself in the international arena of hospitality management education.

### *Professional field*

Alignment with the industry is optimised in various ways. HTH has developed an International Advisory Board (IAB), for which the members were selected on the basis of industry, position and experience. The IAB is involved in discussions about the future graduate profile. HTH will host an Advisory Board 'Next Generation' in June 2018, with young industry experts selected by IAB members, in order to provide input from a younger perspective. The industry is involved in educational activities throughout the curriculum, through guest lectures, participation in programme projects and providing real life cases. The Industry Exchange, organised since 2013, brings faculty, students and industry together to talk about trends and developments in the international hospitality industry, offering keynotes and a career

market. Other events to involve industry are Industry Visit Days, Industry Exchange Days, Career Markets and Curriculum Innovation Days.

## Standard 2 Curriculum: orientation

*The curriculum enables the students to master appropriate (professional or academic) research and professional skills.*

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** for the bachelor programme and as **satisfactory** for the master programme.

### Conclusion

The orientation of the bachelor curriculum strikes a good balance between research and professional skills. Students develop their professional skills through practical learning in real-life settings, such as the school outlets Skotel, Le Début, Zinq (The Hague) and Café Les Saveurs (Amsterdam), and in the placement abroad. The good engagement with industry ensures that students have a wide range of opportunities to develop these skills. Students are taught to reflect and to be flexible and agile, which leads to a strong adaptability. The programme shows a good combination of theory, research and practice, including 21<sup>st</sup> century professional skills. Research skills are addressed in various courses throughout the programme. An explicit learning line in research skills could strengthen this further. In the final course, Launching Your Career (LYCar), students are given the opportunity to design their own, personalised pathway towards graduation and to focus on their area(s) of interest.

The master programme is a business-oriented degree, well-connected to the industry. All courses are designed to employ academic and/or field research within them, preparing the students for the final Consultancy Project. The programme is still working on the best way to get all students to the same level of research. Adjustments have already been taken, such as the implementation of a re-designed research course per September 2017. The panel thinks that preparation of the master thesis can be further strengthened by adjusting the timeframe, providing more structure and having students start earlier on their thesis research.

### Substantiation

#### *Professional skills*

Bachelor students develop their professional skills throughout the programme: Practical Education, Managing an Outlet and the Practical Placement. In Practical Education, in Phase 1, students work and learn in the school outlets Skotel, reception and restaurants Le Début and Zinq (The Hague) and Café Les Saveurs (Amsterdam) (15 out of 60 EC). One of the main components for the development of professional skills is the Practical Placement for one semester in a country other than the student's home country. During this placement, students acquire professional and management skills and experience other cultures. Towards the end of Phase 2, students fulfill the role of manager of the first-year students in the course Managing an Outlet. In Phase 3, the LYCar project enables the students to define a project and specific learning objectives, geared to their ideas about their future career. The LYCar project is 30 weeks, which normally includes a 20 week management placement.

The panel commends the extensive contacts that students have with the industry in various phases of the curriculum, especially the international placement. Real-life cases are offered, for example in the course Business Model Innovations. Throughout the programme, students are asked to reflect on their

experiences and are given feedback on their reflection reports. The panel considers this intensive reflection on personal development a powerful educational tool. It ties in with the Intercultural learning that takes place: through culturally mixed teams of students who work together on assignments, through a non-Dutch and Dutch student sharing a room in the student accommodation Skotel during their first year, through the course Dealing with International Guests and the practical placement in a country other than the student's home country.

Master students learn to become strategic innovators and facilitators of change. Generally speaking, students spend thirty per cent of their time on practical learning, forty-five per cent on academic education and twenty-five per cent on the development of skills. The courses emphasise real-life learning and guarantee full industrial immersion for the students. This is achieved by using real-life cases, guest lectures, company visits and study trips.

#### *Research skills*

As for research skills, HTH's main aim is to encourage an inquisitive mindset in the bachelor students. The research line is integrated in the courses, such as in the course Exploring and Structuring, where students are asked to collect and synthesise customer data. In Phase 2 students are introduced to the entire research cycle in the course Quality Management, culminating in the LYCar project in Phase 3. In the LYCar project students are required to include a research component as an underpinning of all their end deliverables. Lecturers have noted that, as a consequence of this integrative approach, students do not always recognise that they are doing research. The panel agrees with the programme that more structure, visibility and attention to research skills will ensure that students are more aware of research and can better use it in LYCar. The director of the Research Centre was recently awarded a Comenius Leadership Award for his proposal to develop a design oriented and research informed curriculum in hospitality management. The panel fully supports the implementation of this proposal and expects it will further strengthen the development of analytical and research skills.

In all master courses academic and/or field research are included. Members of the Research Centre are involved as lecturers. The final project is an independent consultancy for a real-life client. Students acquire a client and create a research proposal for them throughout the year, as part of the Business Research and Consultancy Proposal course. This course has been redesigned per 2017, in order to better fulfill its role in preparing the students for their thesis in the final Consultancy Project. It now has a design orientation and a stronger qualitative approach. Getting all students at the same level of research skills is still work in progress. The panel appreciates that steps for adjustment are already taken. The panel expects that preparation of the master thesis will be further strengthened by measures that have been taken to adjust the timeframe, provide more structure and have students start earlier on their thesis research.

### **Standard 3 Curriculum: content**

*The contents of the curriculum enable students to achieve the intended learning outcomes.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the content of the curriculum. The panel assesses this standard as **good** for both the bachelor and the master programme.

## **Conclusion**

The panel feels that the bachelor curriculum offers a solid framework of courses that fit the mission and vision of HTH. The curriculum is well-thought out and enables students to acquire all learning goals as defined in the Professional and Educational Profile of the Association of Dutch Hotel Management Schools. The courses are well orientated towards the industry and reflect the school's strategic themes, including the focus on social relevance. A good example is the Food Rescue project. The content of the courses is up to date and of the required level. It is clear that students proceed to the higher more strategic levels during the curriculum. The courses reflect recent trends and developments.

The curriculum of the master programme is founded on a Body of Knowledge, developed in co-creation with industry, research and academic experts as well as alumni. The panel considers the curriculum to be well-aligned. It enables students to achieve the five Professional Competencies. The programme is quite innovative in focusing on service excellence.

## **Substantiation**

### *Framework of courses*

The documentation provides an overview of the phases and courses in the four-year bachelor curriculum. Each year comprises forty weeks. A phase consists of four (Phase 1) or six (Phase 2 and 3) ten-week blocks which, in turn, may consist of a number of courses. Five different learning pathways run throughout the programme, ensuring horizontal and vertical integration:

- (1) the Placement pathway: learning by doing in real life;
- (2) the Integrative pathway: combining multiple disciplines such as finance, marketing and sales, HRM, leadership skills, ethics, law, information technology, hospitality operations management, strategy and research in integrated courses, so that students experience real-life situations;
- (3) the Conceptual pathway: essential courses to provide a sound theoretical framework in finance and accounting, HRM, operations and revenue management;
- (4) the Skills pathway: training of social, communicative and language skills;
- (5) the Personal development pathway: students monitoring their own development as a professional.

Students with prior experience in the hospitality industry may apply for the International Fast Track (IFT) programme. IFT students are awarded an exemption of 60 EC, based on an evaluation during the intake and selection procedure. Another 30 EC can be granted by the Exam Committee for the practical placement. IFT students start with a summer preparation course and then continue with Phases 2 and 3. Until 2018-2019, these students were expected to complete the remaining 150 EC in two years, but this workload proved to be too high. As of 2018-2019 the IFT-programme will have a duration of 2.5 years.

During the three phases students develop to higher levels. In Phase 1, the focus is on 'doing the existing well, whereas in Phase 2 the programme places the emphasis on 'Improving on the existing' at a tactical level, whilst towards the end, in Phase 3, students deal with more advanced and strategic aspects of developing new hospitality businesses by 'Searching for new combinations'.

The panel confirms that these phases and courses provide a solid and comprehensive theoretical basis and contribute to the development of professional and personal skills. The panel feels that planning the international placement at the beginning of Phase 2 is very suitable for the learning process, as it helps students to get a good understanding of the industry early on. This helps them to get more out of the later courses and also helps them with the choices to make later on in the programme (electives and LYCar). An additional strong point in the curriculum is the language component. Business English is



offered in all three phases of the programme as a separate course, but as it is the programme's instruction language it is also integrated in other courses. All students follow a second international language as well (French, German, Mandarin, Russian, Spanish or Dutch). During the site visit, the panel noted that the students are very well aware of the programme structure, how the three phases and the blocks per year are linked together, and how this provides a strong basis for them to conduct their LYCar process.

The thirteen month master programme is divided into five ten-week blocks, each separated by a one-week intermezzo. The blocks are structured into three phases: 'Discover' (block 1), 'Design' (blocks 2, 3 and 4) and 'Deliver' (block 5). The panel agrees that this provides a logical growth pathway and enables the students to achieve the intended learning outcomes, formulated as the five Professional Competencies (see Standard 1). Students can only start on their final Consultancy Project if they have been given the green light at the end of the research course. This leaves relatively little time for the final thesis. Students told the panel that the programme staff is aware of this and stimulates them to start thinking about a project proposal in January. The panel agrees with this and recommends to organise the go/no go-decision in the middle of the programme.

#### *Content level*

During the site visit, the panel has studied the course syllabi, handbooks and study materials of both programmes. This confirms that the content of the courses is very well geared to the intended learning outcomes. The bachelor courses reflect recent trends and developments. The involvement of staff and students (during LYCar and the master Consultancy Project) in research ensures that the newest insights are introduced into the educational programmes. Alumni confirm that they are enthusiastic about the content of the courses and that they feel well-prepared for their career. Societal relevance is incorporated in several courses, such as the Food rescue project, organising charity events and the use of external scans to raise awareness of sustainability, population changes and other socially relevant trends. Opportunities for aspects of technology and sustainability could be further strengthened, e.g. by formulating explicit objectives. The panel was informed that the HTH Research Centre started research on the role of technology and big data in the hospitality industry. This is a good direction, since it may help increase the technology readiness of bachelor students.

The panel considers the Body of Knowledge of the master curriculum comprehensive and up to date. Its relevance and level are ensured by the involvement of relevant stakeholders (industry, academia and alumni). The panel confirms that the higher levels of the Bloom taxonomy are all visible in the programme. The focus on service excellence is innovative. The courses enable students to master the necessary knowledge on business development (organisation and finance), innovation and change. The students consider the curriculum to be future-oriented, refreshing and relevant for practice. They appreciate the many new theories, frameworks and models, and particularly that these are always tied to practical application. A course on Digital Technology is part of the curriculum. As mentioned in Standard 2, more attention for the research component will help students to reach the required master level in their thesis. The staff is aware of this and has redesigned the research course.

## Standard 4 Curriculum: learning environment

*The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the learning environment of the curriculum. The panel assesses this standard as **good** for both the bachelor and the master programme.

### Conclusion

The learning environment in the bachelor programme is based on a distinctive didactic concept and includes a preparation for life-long learning. Theory, instruction and practice are well aligned. Flipping the classroom is introduced in a number of courses. The teaching approach is engaging and interactive. Together with the small scale of classes and the mandatory residence in the Skotel in the first year, this creates a true feeling of community. The community feeling persists after graduation and leads to a strong alumni network that offers many opportunities for students. Students can participate in various extracurricular activities and those who want to go 'the extra mile' get extra opportunities, such as student-assistantships or entrance in international competitions.

The didactic approach in the master programme is similar to the one in the bachelor programme. The maximum intake of 25 students guarantees close interaction among students and between students and lecturers. Lecturers use a wide range of interactive teaching methods, aligned with the type of course and the subject matter.

### Substantiation

#### *Educational vision*

The didactic concept of the bachelor programme is based on three pillars: (1) the use of different types of courses, belonging to the five learning pathways (see Standard 3), (2) the use of inspiring real-life assignments, and (3) self-directed learning. Self-directed or student-centered learning was introduced to strengthen students' abilities such as time-management, setting goals and self-reflection. This is expected to prepare students for life-long learning, which is crucial in a rapidly evolving employment landscape. The panel agrees that being open-minded, agile, flexible and resilient is essential and heard from staff, industry representatives and alumni that this is a distinct focus of the programme. The combination of theory, practice and research contributes to the development of three types of skills:

- foundational knowledge, in-depth understanding and critical thinking skills (IQ);
- personal and intercultural skills (EQ);
- resilience (AQ, Adversity Quotient®).

A similar didactic concept is used in the master programme: (1) five learning pathways, (2) inspiring assignments, and (3) entrepreneurial learning. The five learning pathways (industry oriented, integrative, essential, skills, and personal development) ensure alignment throughout the curriculum and stimulate didactical diversity. Students always work on professional assignments and professional deliverables. The principle of entrepreneurial learning is used in coaching, supervising and teaching: students are expected to take the initiative and look for answers themselves. Student participation is encouraged to enable a tailored learning experience and cross cultural development of skills.

### *Teaching methods*

Teaching methods in both the bachelor and the master programme are mainly interactive. In the bachelor programme lecturers have moved from formal lectures to workshops and interactive classes. Flipping the classroom is being introduced in a number of courses. A new version of the digital Learning, Teaching and Collaboration Platform is well under way. Most classes are not larger than 24 students and within classes students work in teams of 4-5 students. In every course, new teams are formed. This way students all get to know each other and feel themselves part of the HTH community. Teams mostly consist of a combination of Dutch and non-Dutch students, which stimulates cross cultural learning and the exchange of international experiences. For the language courses and practical skills training the group size is 12. The combination of assignments, contact time and group size/work forms results in a high study load and intensive education.

Types of instruction in the master programme are equally varied: interactive lectures, master classes and guest lectures, workshops, training, coaching and online courses for preparation of a course or for further skills development. The lecturer decides which teaching method best suits the students and the subject matter, and may use role plays, mini case studies, poster presentations, debates or (management and business) games. Company visits and study trips are part of the programme.

### *Student-centred approach*

Students in the bachelor programme are given a large range of possibilities to make choices in line with their ambitions and future perspectives: the practical placement in Phase 2, the electives and especially the LYCar project in Phase 3. Instead of offering a separate honours programme, HTH facilitates students who want to go 'the extra mile'. Students may submit proposals for extracurricular activities and projects, work as a student-assistant, or compete in international competitions. Recent extracurricular projects are the Global Citizenship Series and Rock your Life. The panel commends the programme for this approach of 'the extra mile'.

## **Standard 5 Intake**

*The curriculum ties in with the qualifications of incoming students.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the intake of students. The panel assesses this standard as **good** for both the bachelor and the master programme.

### **Conclusion**

The bachelor programme has an annual intake of approximately 500 students, 300 in September and 200 in February, spread evenly over the two campuses (The Hague and Amsterdam). Students with a hospitality related diploma may apply for the IFT-programme. The maximum intake for the master programme is 25. There is a solid application and selection procedure, which enables HTH to assure the right fit and level of students in both programmes.

### **Substantiation**

The bachelor programme is allowed to select its students. Applicants with a Dutch diploma (havo or vwo) are eligible if they include a second foreign language. Applicants with diplomas of a secondary vocational programme are qualified as well, if they include a second foreign language. Those who have obtained a hospitality related diploma with sufficiently high grades may apply for the IFT-programme. International students must have academic qualifications enabling them to follow higher professional

education and a sufficient proficiency in English. A basic numerical ability test is included as well for all students. The website clearly outlines the admission requirements.

Applicants send in their cv and motivation letter and, if eligible, are invited for one of the selection days in The Netherlands or abroad. During this selection day, applicants are given the opportunity to demonstrate their motivation for and affinity with the world of hospitality. The selection day consists of an English test, a numerical test, a 30-minute interview with two assessors and a group assignment linked to a 60-minute master class. Rubrics have been developed to grade candidates on the selection criteria (leadership, pitch, motivation for the programme and motivation for the industry). In their application, candidates can indicate their preference for the campus in The Hague or Amsterdam. In most cases, this preference can be accommodated. From the discussions during the site visit, the panel concludes that the most important selection criteria are motivation and the affinity with hospitality and hotel management. The panel agrees with this and appreciates the intensive selection procedure. It assures the proper level and best fit of students.

An annual recruitment plan is drawn up, with the aim to have 50% international (non-Dutch) students per intake. Recruitment takes place online and offline. HTH organises open days on both campuses and travels to different countries for educational fairs. Selection days are organised abroad (Hong Kong, Singapore, Dubai, Hungary, Rumania, Bulgaria, Germany, Luxembourg and Willemstad/Curaçao), with the involvement of local alumni chapters. Most non-Dutch students come from Europe. There is an increase in students from Asia, but to attract students from Africa and Latin America more scholarships would be necessary. Two full scholarships are currently reserved for refugee students. HTH also has five scholarships from the Holland Scholarship Programme for non-EU students.

Upon arrival, two student-mentors per group assist in welcoming students before the term starts. Different communities (e.g. Asians, Swiss) have organised themselves and help the new arrivals out. The student association organises get-togethers, such as the international food festival. One of the first courses, Checking In, welcomes students to the world of hospitality. Students are assigned a tutor in groups of 24 (Checking In teams) upon arrival. In the beginning, students have frequent 'what's up' meetings with their tutor as well (see also Standard 8). Lecturers look closely at what different (groups of) students need and introduce them to the educational methods, which may be unfamiliar.

The admission criteria for the master programme are quantitative and qualitative and focus on guaranteeing the required standard of academics and professional experience. The aim is to achieve a good mix between the student and the programme. Applicants must have a business or hospitality related bachelor degree. Candidates with other degrees may be considered if their professional experience can bridge this gap. After the initial screening, based on the application form and supporting documentation, a personal interview is scheduled with the selected candidates. The applicant advisor is highly involved with each candidate, following up on all queries and aiming to advise both candidate and programme about the suitability of the proposed match. Within the application procedure an additional interview is scheduled, the so called Alumni Consult. The panel considers the personalised selection procedure a strong point of the master programme. This is especially important because the programme is not a traditional MBA in hotel management, but has its own niche on service excellence.

## Standard 6 Staff

*The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the staff. The panel assesses this standard as **good** for both the bachelor and the master programme.

### Conclusion

The programme staff is well qualified to teach and organise the curriculum of both programmes. They are engaging, concerned and well connected with the students and their achievements. Most faculty members have a Master's or PhD degree. The staff includes four professorships. A large majority of staff comes from the (international) industry and keeps in touch with recent developments. The facilities for staff development are extensive. The programme actively aims to attract more international staff. The staff-student ratio is 1:17.2 for the bachelor programme and 1:12.4 for the master programme, which is quite favourable.

### Substantiation

#### *Quality of staff*

During the site visit the panel met teaching staff members of the bachelor and the master programme. The panel confirms that the staff is well qualified, competent and ambitious. It was clear that they are open-minded and willing to learn. Their didactic and substantive qualifications are good and their industry experience is strong. Both students and alumni are enthusiastic about their lecturers and instructors. Students often present themselves to lecturers at the beginning of a new course, so staff feels they get to know them well. 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.

These positive assessments are underpinned by the written documentation. In the bachelor programme 12.4% of staff have a bachelor degree, 63.8% have a master degree and 21.7% have a PhD. For the master programme these percentages are 51.6% (master degree) and 48.4% (PhD). HTH has four professorships (lectoraten), linked to the Research Centre. The international educational community is enabled by the diversity of staff. Employees come from sixteen different countries: 19% of the employees and, more specifically, 27% of the lecturers have a non-Dutch (first) nationality. International experience is an important criterion for selecting new staff. By 2023 50% of staff should have a minimum of five years' relevant experience abroad or a non-Dutch passport. The contacts between the school and industry are frequent and intensive (see Standard 1). Lecturers work with real-life cases, together with industry partners, and a number of lecturers are members of networks within the hospitality industry. An impressive range of guest lecturers teaches in the master programme.

HTH offers an extensive professionalisation programme for its staff, oriented towards innovation of the curriculum and quality of teaching. In order to keep staff up to date on new developments, they are stimulated to visit (international) conferences, companies and other hotel schools. Every year employees are given the opportunity for further higher education. Two employees received a teaching scholarship for the 2017-2018 academic year from the government in 2017, which allowed HTH to finance a temporary replacement. HTH provided one employee with the opportunity to work on PhD research in 2017. In addition, four employees were given the opportunity to follow a master programme. As for industry experience, lecturers and instructors can go on a work experience placement,

participate in a job shadowing project in a hotel or school, or complete work experience projects at a company. For the improvement of didactic skills, courses are offered on the 'significant learning approach' that is at the basis of the educational vision, blended learning, assessment (Basic Examiner Qualification, Senior Examiner Qualification and assessor courses) and English. The panel heard from staff that they appreciate the range of possibilities for professional development.

The Research Centre is involved in helping staff to develop their research skills. Lecturers are given the possibility to work on project-based research activities as research fellows. This is a relatively new development, and not all staff members are involved in research. Noting the unevenness in LYCar and master thesis assessments, the panel believes that coaches need to be more supported in their role (coaching of coaches) and/or that more attention is needed for alignment of assessment.

#### *Quantity of staff*

Total staff at the end of 2017 is 200.05 FTE or 227 persons. 83 of them are lecturers. 2.02 FTE is dedicated to the master programme. The staff-student ratio is 1:17.2 for the bachelor programme and 1:12.4 for the master programme. The panel considers these ratios to be very favourable, enabling a good execution of the curriculum and small-scale teaching.

In meetings with the panel, lecturers did not complain about their workload, although the documentation indicates that the work pressure is high. The recent introduction of continuous assessment in the bachelor courses raised the workload for lecturers and students. Awareness of this effect has already led to adaptations in the assessment system. This shows that HTH pays attention to workload issues.

## **Standard 7 Facilities**

*The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the facilities. The panel assesses this standard as **excellent** for both the bachelor and the master programme.

### **Conclusion**

The locations in The Hague and Amsterdam offer extensive and excellent facilities for the realisation of the programmes. The facilities in Amsterdam are world-class.

### **Substantiation**

Both campuses offer similar facilities. The Hague is the original location of HTH and has a more traditional atmosphere than the new modern campus in Amsterdam. They reflect the different characters of the two cities. The two campuses thus complement each other. Bachelor students can indicate their choice for either campus in the application process. The master programme is offered in Amsterdam only.

Skotel is the on-campus student accommodation, integrated within the school building in Amsterdam, and in a separate building in The Hague. Bachelor students live here during their first year. They share a room with another student, mostly from a different nationality, which is an important part of the intercultural learning process. Each campus has 128 units, sponsored by the industry. Skotel also offers rooms for external guests: 20 in Amsterdam and 21 in The Hague, all decorated by hotel chains or suppliers. Both in The Hague and Amsterdam external guests can visit the fine-dining restaurant Le

Début, the brasserie Zinq in The Hague or the Café Les Saveurs in Amsterdam. A restaurant is available for staff and students, based on the La Place concept. These outlets (Skotel, guest hotel, restaurants and kitchens) are considered as classrooms, where students learn to apply theory in a practical environment. The panel confirms that these outlets provide a great opportunity to learn in a safe, sophisticated and professional environment.

The school offers main lecture halls, large and small classrooms, study spaces, computer facilities and a service and helpdesk. The study spaces in Amsterdam have been renovated recently and offer superb possibilities for individual and small group work. Master students have their own Master Suite, a three-room apartment in the school with amenities for studying and socialising. They consider this to be their home base. All classrooms are equipped with a beamer or smart screen. Video conference and Skype for business facilities are available in both campuses. Blended learning is facilitated by the Learning, Teaching and Collaboration Platform. HTH also offers a virtual classroom, the online learning environment myhotelschool.nl with e.g. resources, assignments, tests and quizzes, team collaboration spaces, message boards, chats and web lectures. This will be expanded by a toolbox to further enhance student engagement. Students can use the media centre which offers a wide range of digital and physical resources. Information literacy is taught in Phase 1 of the bachelor programme and more support is available on the website. Since the start of the master programme, additional digital resources have been made available in the media centre, such as new, more technology, socio-economic and business oriented academic databases. Bachelor students have a smartcard with access to facilities (in the first year a balance for meals and refreshments is provided in relation to living in Skotel). Master students have a smartcard with access to facilities, meals and refreshments and a balance for 2000 copies. Summing up, the panel concludes that the teaching facilities are excellent.

## Standard 8 Tutoring

*The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the tutoring. The panel assesses this standard as **good** for the bachelor programme and as **excellent** for the master programme.

### Conclusion

Bachelor students are well-supported by a tutor, a placement coach and a LYCar coach. The support of coaches in each study phase and more specialised counselors guarantee that students are very well guided in their studies. The guidance during the master programme is even more personalised, due to the small scale of the programme and the strong involvement of the programme manager. The information provision is extensive and ties in with the needs of students as well. Alumni can be contacted all over the world for information and assistance.

### Substantiation

#### *Tutoring*

At the start of the bachelor programme, tutors are appointed for a group of 24 students. These tutors see the students frequently in the beginning (‘What’s up sessions’), build a relationship with them and gradually reduce the frequency of meetings. Tutors are assigned for the full four years, so students always know who to turn to. Tutors are mainly members of teaching staff. Tutors exchange experiences

and are informed about changes in the school or the curriculum, so their information to students is up to date.

Students are assisted in finding a suitable placement in Phase 2 by the Placement Office. This process consists of a number of workshops and individual meetings. Each student is assigned an individual placement coach. This is a member of the teaching staff who keeps in touch during the placement period via e-mail and reads the weekly placement reflection reports of the student. During this period, students are visited by a member of the teaching staff or the placement office. The school organises meetings with all students in a certain location, often with alumni as well. If there are any problems, students are encouraged to solve them by themselves first, but if this does not work out, the tutor and placement officer can step in and try to help. The quality of placements is monitored, mainly on the basis of student evaluations. With most companies HTH has a long-standing relationship. New companies are visited in person or, if that is not possible, by an alumnus. Experiences are shared with other hotel schools. Staff and students have emergency numbers in case something happens in a region (Code Orange Protocol).

For the LYCar project students are assigned a dedicated coach. Lecturers have a number of hours available for this role, but students are expected to take the initiative to discuss their progress or questions. To find a suitable place and project, students can visit career fairs, industry exchanges or guest lectures that are organised, or consult the extensive database available for this purpose. Before going on their LYCar placement, students have to submit a Career Launching Plan (CLP) and a Plan of Approach. The LYCar project is a personalised course, based on the student's strengths, weaknesses and ambitions. Students find the Birkman Method, a personality assessment tool, and the many talks with different lecturers, very useful in drawing up their plan, as they told the panel.

Specialised guidance is available for students with more serious problems than the tutor can be expected to handle. These students can turn to the student counselor. This counselor is also available for students with functional limitations or disability. Confidential advisors offer support in case of a report of undesirable behavior. Study progress coordinators monitor the students' progress and, in case of a deviation in study progress, provide information about alternative courses, re-sits, study planning and exemptions. A strong point for HTH is the support role of the alumni networks: students can turn to them for information, advice or contacts, and frequently do so, as the panel heard during the site visit. The school plans to build a collaboration digital platform for alumni, similar to LinkedIn, to make such contacts even easier in the future.

The tutoring and guidance in the master programme show that the programme management invests in a safe and secure learning and development environment. Even before the start of the programme students connect with each other via Facebook. The Opening Conference in the first week is designed to create room for bonding: through a boot camp, study visits, information and informal activities. This creates a tight-knit and dynamic community of students, lecturers and programme management from the very beginning and leads to a safe learning environment, where students respect everybody's backgrounds, personalities, roles and responsibilities. Lecturers fulfill the role of tutor during classes and programme representatives are present during and after classes, so that they can be approached easily. Questions are answered within 24 hours. Besides the intense informal interaction, three formal individual consults are organised in December, April and June, to check on each student's well-being. In the final thesis period in the summer, students work together with their coach. Students greatly appreciate the strong commitment and dedication of staff and feel very well guided. The panel is convinced that the tutoring in the master programme is exemplary and goes beyond what normally is expected.



### *Information provision*

Information for both bachelor and master students is available via internal HTH websites: Osiris for information on study progress, myhotelschool.nl for schedules, syllabi and other course information, assessment forms and relevant documents such as the Education and Examination Regulation, and the intranet for general information. These digital resources are easily accessible and helpful. The Service Desk is the front-office for practical questions, e.g. about schedules. The IT Helpdesk is located immediately beside the Service Desk. The databases of the Placement Office and the Office of Alumni and Industry Relations are extensive and a useful source of information for students.

## **Standard 9 Quality assurance**

*The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development.*

In this chapter, the audit panel describes the findings, considerations and conclusions on the quality assurance. The panel assesses this standard as **good** for both the bachelor and the master programme.

### **Conclusion**

Both programmes have a good system of quality assurance, with an active involvement of staff, students and other stakeholders. There is an open mind for feedback and improvements and a clear planning and control system. Appropriate committees are in place to organise the quality process within the school.

### **Substantiation**

The HTH quality management system takes into account its own purpose, mission and vision and external standards, such as ESG 2015 (European Standards and Guidelines for Quality Assurance in the European Higher Education Area), the Certiked model (based on ISO 9001), the standards of NVAO, THE-ICE and CeQuint and the VKO (Validation Committee for Quality Assurance in Research). Progress is monitored by a dashboard system, the HTH Heart Rate Monitor.

A number of departments and committees is responsible for various parts of the quality assurance system. The Education & Quality Support Office helps staff and management to streamline, facilitate and support the evaluations and curriculum improvements. Representatives from various departments meet regularly as a Quality Team to initiate and monitor the progress of quality-related activities. The Marketing & Sales Department organises the annual student survey and the bi-annual alumni survey, together with the Education & Quality Support Office. The Education & Quality Support Office and the Quality Team have recently started the project '360 QA'. This is meant to embed quality assurance in the organisation and make it more than a paper exercise, by meeting with core teams and students, learning about good practices and making staff aware of how their activities (e.g. surveys) are part of quality assurance. The goal is to work towards continuous improvement at all levels (programme, courses, student). The panel appreciates this ambitious approach.

The Educational Committee consists of five staff and five student members and fulfills its legal role for both campuses and both programmes. In order to lift its work to a more strategic level, the Educational Committee has organised focus groups on the different phases of the bachelor curriculum. The Educational Committee meets with the Board of Directors once a block and gives asked and unasked

advice. Currently, all student members are bachelor students. The panel advises ensuring that a master student is part of the Educational Committee.

Students are actively involved in quality management. They are invited to evaluate each block in an online questionnaire. A target score of 3.8 out of 5 points is set for each course. In addition to being represented in the Educational Committee, students participate in the quality management system through the student councils and student associations in The Hague and Amsterdam. The student councils organise open meetings once per block (i.e. four times per year), known as the HTH Voice. In these meetings students can address issues directly with management and faculty. During the site visit, both students and staff regularly referred to these meetings as a very useful feedback mechanism. During the site visit, the panel heard a number of concrete examples from students how their feedback led to changes both in the bachelor and the master programme. The communication about such improvements is part of the activities of the Education & Quality Support Office.

Other stakeholders and committees involved in the quality assurance system are the industry via the Industry Advisory Board, employees and alumni. The Exam Committee and the Assessment Committee are also part of the quality control process. They will be discussed in more detail in the chapter on Assessment (Standard 10). HTH not only acts on internal feedback, but also actively uses the feedback and recommendations of review committees such as the NVAO 2011 committee, the 2014 internal mid-term audit and the 2017 Certiked assessment. The panel concludes that HTH has a solid system of quality assurance in place.

## Standard 10 Assessment

*The programme has an adequate assessment system 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** for both the bachelor and the master programme.

### Conclusion

The panel has ascertained that the assessment policy guarantees the validity, reliability and transparency of tests and that the tests and assignments of courses fully meet these requirements. The initiatives to have a higher weight for the individual components in group assessments and a combination of formative and summative assessments (assessment for learning) are good. Students are examined at the appropriate level. The assessment forms have detailed rubrics. The panel advises, based on the forms reviewed, to add more written assessor's comments as a justification for the marks allocated, both on the LYCar assessment forms and the master thesis assessment forms. The Exam Committee and the Assessment Committee take an active role in guaranteeing and improving the quality of assessment.

### Substantiation

#### *Assessment policy*

HTH has drawn up an assessment policy for the bachelor and the master programme, based on the vision that assessment should be 'for learning' instead of 'of learning'. This requires timely and constructive feedback that develops the learner's capacity for self-assessment. Guiding principles for assessment practice are transparency, fairness, reflectiveness and responsibility/accountability. Other

guidelines are (1) a constructive alignment between intended learning outcomes, teaching and learning activities and assessment, (2) a proper balance between summative (grading) and formative (feedback) assessment, (3) the use of rubrics as performance indicators and (4) the requirement that at least 50% of the final grade in a course must be based on individual assessments. The bachelor programme is content with the new policy to have more continuous assessment, including more formative assessments, but lecturers are looking for the right balance, to avoid over-assessment and a too high workload for lecturers and students. The panel appreciates that the introduction of the new policy is carefully monitored and is adapted, if necessary.

### *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 for courses in the bachelor and the master programme. 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 assessment forms are available in advance, so that students know what is expected. Oral assessments are always done by two assessors. If this is not feasible, e.g. in special languages, the session is audio/videotaped. Students are satisfied with the feedback they are given on their work.

The final LYCar project is assessed by two internal examiners. After reading the work individually, they decide on the grade together. The rubrics on the assessment forms clarify what is needed to be awarded a certain grade, but provide no further comments or feedback to substantiate the grade. The panel was informed that more detailed feedback is provided orally during the defence, but the lack of a paper trail does not allow a check by external parties or in case of complaints or an appeal by the student. The panel advises using the room provided on the assessment forms more systematically and adding more written assessors' comments on the grading forms.

In the master programme, passing the assessments of all courses and passing the go/no-go-moment in the Business Research and Consultancy Proposal course implies that the student has achieved the learning goals of the entire curriculum. The student is then expected to demonstrate this in the final product: a written report for their client and a final defense in front of two assessors. Grading rubrics have been drawn up to ensure that all intended learning outcomes are assessed. To further strengthen the quality and transparency of the thesis assessment, the programme has invited a sister hotel management school to participate in the thesis assessments of the fourth cohort in September 2018. The panel agrees that such benchmarking is a very positive initiative.

### *Quality assurance of assessment*

The Exam Committee consists of three internal members and an external member and is supported by a secretary. The Assessment Committee has three members and is assisted by the same secretary as the Exam Committee. Both committees want to play a proactive role and advise lecturers about the best ways to assess, e.g. in special cases (dyslexia, specific facilities). Feedback from students on the assessment system, e.g. inter-rater reliability, is actively sought during HTH Voice sessions.

The Exam Committee formally appoints the examiners. Lecturers must have obtained a Basic Examiner Qualification to be assigned as an examiner. Grading can only take place under supervision of a formal examiner. Professionalisation of assessment is high on the agenda of the Exam Committee. Sessions for staff are organised together with VU University Amsterdam and Cito, e.g. on giving feedback or on calibrating. These courses can be part of lecturers' Personal Development Plan. Instructors will be

given training to assess skills. This will be done on a personal basis. The committee itself goes on training and courses as well, to be professionalised and kept up to date, e.g. on plagiarism.

The Assessment Committee proactively checks assessments and assignments of the bachelor and the master programme, in a pre-determined cycle. Before the assessment takes place, the core team of a course to be checked turns in the assignment dossier. The Assessment Committee checks if the learning goals are covered and if there is an alignment with the assessment methods. Feedback is given to the core team and the management. After the assessment, the committee looks at the grades and their distribution. This system has been in place since 1.5 years. In addition, the Assessment Committee has started a benchmark project, initially for the bachelor programme, but to be extended to the master programme as well. All course teams are asked to organise benchmark sessions, to discuss the grades and outcomes with the lecturers of the course. The Assessment Committee checks how seriously these sessions are taken and if it leads to improvements. The committee is satisfied with the results. The panel commends the committee for its proactive approach and the benchmarking project, because it may address some of the students' concerns that were discussed with the panel. It appears that in some courses students are assigned a coach who is not the assessor, and whose advice does not agree with the assessor's judgement.

The annual report 2017 of the Exam Committee gives an insight into the responsibilities and activities of the committee itself and of the Assessment Committee. It shows that the committee is aware of the points of improvement, based on the systematic checking exercises mentioned above. The panel advises continuing these monitoring activities, to ensure that all lecturers who take part in assessments, are appointed as examiners. From the committee's report it is clear that the number of fraud cases is limited. Warnings and sanctions are given when fraud is detected.

## Standard 11 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** for the bachelor programme and as **satisfactory** for the master programme.

### Conclusion

The bachelor theses 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. The LYCar project proved to be an excellent stepping stone for many of them. They perform well in their professional positions and show they are the hospitality leaders the programme aims for. The master theses show that the students achieve the intended master level.

### Substantiation

Prior to the site visit, the panel studied a representative sample of fifteen bachelor theses and ten master theses, selected from the 2015-2016, 2016-2017 and 2017-2018 graduates. Low (55-69), intermediate (70-79) and high (above 80) grades were equally represented. The panel also studied the assessment forms of these theses. The panel found the grading to be fair and generally agreed with the marks given, but missed more extensive feedback and a substantiation of the grade on the assessment forms, especially those of the master theses (see Standard 10). The panel found all bachelor theses to

reflect the required level. The theses show that the students are able to operate at the level of a bachelor professional, according to international standards. The LYCar projects prove to be a great stepping stone for the students' future careers, as is confirmed by alumni reviews and by the alumni whom the panel met during the site visit. Both the alumni and the industry representatives confirm that the programme teaches students to be innovative and entrepreneurial professionals who are used to look for new trends and are ready to adapt to the rapidly changing world of the hospitality industry. They especially appreciate the graduates' agile, flexible and open mindset. Almost all students find a position soon after graduation: 88% within three months and 96% within six months. Two thirds of the alumni work in a management position and 46% have a gross salary of over 4,000 euros per month. The alumni survey shows that the school's graduates end up in international positions (44% work abroad) and 27% of the graduates acquire a master degree later in their career. Especially based on the positive evidence of the graduates' performance, the panel assesses the achieved learning outcomes of the bachelor programme as good.

As for the master programme, the panel confirms that the theses show the required master level, with the exception of one case. For this student, the panel finds it questionable why he passed. The panel considers the master level sufficiently demonstrated in terms of the required cognitive level (Bloom taxonomy, Dublin descriptors second cycle). The panel advises further fine-tuning in relation to other MBA-programmes and the specific niche of the HTH programme.

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

Programmes or tracks that have been granted permission by the Minister of Education, Culture and Science to select students and impose higher statutory tuition fees must have a practice-based assessment conducted within six years after such permission has been granted. This assessment concerns the realisation of the ambitions set out in the original application. The panel has executed this practice-based assessment at HTH as part of the programme assessment required for re-accreditation.

### **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 HTH has formulated intended learning outcomes that are not only aimed at achieving a high level in hospitality management, but also aim for social awareness, multi- and interdisciplinary skills and taking responsibility.

#### *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. HTH has formulated specific intended learning outcomes to shape its graduates beyond the scope of their profession. HTH has added three learning outcomes:

- (1) Dealing with the powers and influence of (external) stakeholders, i.e. owners, banks, regulators, distributors, clients, society, etc. (Professional Duty Category 7);

- (2) Putting into practice and applying social, communication and language skills (Professional Excellence Category 10);
- (3) Putting into practice and applying self-direction and intrapersonal skills (Professional Excellence Category 11).

These learning outcomes clearly express that the programme aims to develop the students into highly skilled, reflective, communicative, societal aware and industry ready professionals, who are able to play a leading role in the international hospitality industry. In view of the comment in the 2012 assessment report, the addition of PDC7 is especially relevant, since the focus of this PDC is on accountability, ethics, social responsibility and sustainability. It aims at providing socially interested and responsible graduates who are able and willing to contribute to realising 'a better world'. The explicit Professional Excellence Categories are relevant as well: PEC10 involves multi- and interdisciplinary skills, and PEC11 relates to taking responsibility with respect to including normative cultural aspects and developing a professional attitude.

## **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*

The panel feels that the curriculum offers a solid framework of courses that fit the mission and vision of HTH. During the three phases students develop to higher levels. In Phase 1, the focus is on 'doing the existing well, whereas in Phase 2 the programme places the emphasis on 'Improving on the existing' at a tactical level, whilst towards the end, in Phase 3, students deal with more advanced and strategic aspects of developing new hospitality businesses by 'Searching for new combinations'. The courses provide a solid and comprehensive theoretical basis and contribute to the development of professional and personal skills.

The programme challenges students to step out of their comfort zone (adversity quotient (AQ), dealing with change and resistance), to connect to the world outside hospitality and make a contribution to society and challenges across professions. Societal relevance is incorporated in the programme as part of learning activities of several courses. Examples are:

- Real-life business cases in the Business Model Innovation (BMI) and Managing Change (MCH) courses;
- The topic societal relevance is addressed for courses which require an external scan: Checking In (CHI), Exploring & Structuring (E&S), Managing an Outlet (MO), Annual Planning Cycle (APC), Business Model Innovation (BMI), Managing Change (MCH) and Strategy Development (SDV), which raises awareness in terms of sustainability, population changes (aging, growth, etc.) and other socially relevant trends;
- Food rescue project for the phase 1 Practical Education (PE) course, phase 2 Managing an Outlet (MO) course and phase 3 Launching Your Career (LYCar) course, supervised by instructors and run by the Research Centre;
- Managing an Outlet (MO) organised charity events from 2011 to 2016;

- Improving My Performance-Professional Development (IMP-PRD). Students are given a specific assignment regarding intercultural competences in this course.

In the Institutional Plan one of the strategic objectives is making a contribution to the United Nations Sustainable Development Goals (SDG). Currently, this is part of a number of projects. The goal is to further integrate these in the programme.

Students are given many opportunities to follow extra-curricular activities in order to focus on social developments and to engage in challenges and conferences with a focus on industry and education. Examples are:

- Living in the Skotel (mandatory residence in a shared room in the school's student accommodation during the first year): in addition to being a course, a great deal is not planned and part of 'the hidden curriculum'. It strongly relates to the skills and attitudes which are valued in the curriculum;
- Global Citizenship Series: this event aims to educate students and lectures about the influence of global trends impacting our society, through the sharing of personal experiences. Led by eminent guest speakers from diverse backgrounds, six different seminars are held throughout the year touching upon a wide variety of subjects;
- Challenge Day: This activity takes place when students have just come back after their practical placement in year 2. The aim is to jointly start with the returning students by using highly interactive and energetic activities where they share their own experiences and background;
- Food Rescue Projects: 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);
- Mindfulness/yoga. These are offered for students to learn handling stressful situations, improve focusing and learning about themselves;
- School of Life is a charity foundation initiated by members of Student Association Comitas (S.A. Comitas), part of Hotelschool The Hague, campus Amsterdam. This initiative is brought to life in order to give something students take for granted, back to society, there where it is needed the most;
- Membership of Representative Advisory Council or Educational Committee and active membership in the Student Council and/or one of the student associations;
- The opportunity to become a student assistant and either work for the faculty departments, F&B or Rooms Division outlets or one of the supporting departments;
- Choosing the elective Wild Card Course, in which students can focus on a societal topic they are interested in, such as coaching students from a different cultural background.

The panel notes that the focus on social relevance is much more visible than in 2012 and commends the programme for this improvement.

Additionally, students are also given many opportunities to engage in challenges and conferences with a focus on industry and education:

- Competitions: debating competition at the Institute of Hospitality (UK) and the Ecole Hôtelière de Lausanne;
- Challenges, organised by EuroCHRIE, Rezidor, the International Hotel Investment Forum IHIF, Accor Hotels, Hyatt, Mise en Place and Service4Hospitality, or the Genio Student Challenge, founded by HTH in 2012.
- The Young Hoteliers (YHS) Summit, organised by Ecole Hôtelière de Lausanne.

The panel considers the extra challenges in the area of hospitality management very suitable for a programme that aims to educate the leaders in this professional domain.

### **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 at Skotel and continues after graduation in the alumni community.

#### *Substantiation*

The small-scale and intensive programme results in a high number of contact hours in year 1 (20.6 hours per week) and gradually diminishing towards graduation to promote self-directed learning, in small groups (4-5) and an intense study load (40-45 hours per week). The combination of assignments, contact time and group size/work together result in a higher study load and more intensive education than was the case in 2012. The programme considers balancing contact time with self-study very important, as a great deal of learning goes on outside of the classroom. The panel has seen examples of courses in which flipping the classroom was introduced. This will be extended in the future and will further intensify the contact time and make it even more effective.

The contact with lecturers, instructors (one-on-one) and students is intense. The panel feels that HTH makes good use of its learning environment in which students learn to work individually and together as a team under high (real-life) pressure. The learning environment offers students not only the opportunity to learn as a manager, but also to think and behave as a manager, especially in the course Managing an Outlet. The students emphasise the high level of involvement between students and the availability and willingness of staff to facilitate student learning. A great deal of interaction between students is planned during skills, learning and development, group work and Skotel life. The latter is mostly extra-curricular and therefore part of the hidden curriculum, though highly valued by the students and inseparably connected to being small-scale. This intense environment also creates a strong bond between the students which results in a strong community feeling. The community feeling persists after graduation and leads to a strong alumni network that offers many opportunities for students.

The 2012 report notes that the establishment of a second campus in Amsterdam might lead to two separate communities and a less intense involvement with the school. Based on the site visit to both campuses, the panel concludes that this concern was not necessary. The campus in The Hague has a more traditional atmosphere than the new modern campus in Amsterdam. They reflect the different characters of the two cities. The two campuses thus complement each other. Bachelor students can indicate their choice for either campus in the application process. Lecturers often teach in both campuses.

The 2012 report also recommended to introduce an honours programme. HTH decided not to offer a separate honours programme, but rather to facilitate students who want to go 'the extra mile'. Students may submit proposals for new extracurricular activities and projects, work as a student-assistant, or



compete in international competitions (see B.). Recent extracurricular projects are Rock your Life and Harlequin, a new student association focused on performance arts. The panel supports the programme's choice for this approach.

#### **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. Motivation is a key factor in the selection. The selection procedure assures the proper level and best fit of students.

##### *Substantiation*

Applicants send in their cv and motivation letter and, if eligible, are invited for one of the selection days in The Netherlands or abroad. During this selection day, applicants are given the opportunity to demonstrate their motivation for and affinity with the world of hospitality. The selection day consists of an English test, a numerical test, a 30-minute interview with two assessors and a group assignment linked to a 60-minute master class. Rubrics have been developed to grade candidates on the selection criteria (leadership, pitch, motivation for the programme and motivation for the industry). In their application, candidates can indicate their preference for the campus in The Hague or Amsterdam. In most cases, this preference can be accommodated.

The selection process was redesigned in 2014, to increase its validity and reliability. There is a continuous loop of improvement within the renewed selection process. Every year an evaluation is carried out amongst all stakeholders, training and benchmark (online and offline) sessions for all assessors are provided, regular focus group meetings are held between industry participants, faculty and students and all tests and results are analysed. Results are shared with representatives of Recruitment, Marketing, Admissions to optimise the marketing and recruitment tools in HTH's search for talent all over the world. The data are also used to give an insight into the students' performance and thus allow for the improvement of assessors and assessments. The selection results are compared to the performance of the selected students once in school, in order to further increase the effectiveness and fit of the selection process with the needs of the curriculum.

From the discussions during the site visit, the panel concludes that the most important selection criteria are motivation and the affinity with hospitality and hotel management. The panel agrees with this and appreciates the intensive selection procedure. It assures the proper level and best fit of students.

#### **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 lecturers have high-quality academic and professional knowledge, based on strong links with the industry. They are dedicated and committed to their students.

### *Substantiation*

The panel notes that 63.8% of staff has a master degree and 21.7% has a PhD. This is substantially higher than in 2012. HTH has four professorships (lectoraten), linked to the Research Centre. The international educational community is enabled by the diversity of staff. Employees come from sixteen different countries: 19% of the employees and, more specifically, 27% of the lecturers have a non-Dutch (first) nationality. International experience is an important criterion for selecting new staff. Also the age structure of the staff is well- balanced. 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.

Both students and alumni are enthusiastic about their lecturers and instructors. Students often present themselves to lecturers at the beginning of a new course, so staff feels they get to know them well. 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.

HTH offers an extensive professionalisation programme for its staff, oriented towards innovation of the curriculum and quality of teaching. In order to keep staff up to date on new developments, they are stimulated to visit (international) conferences, companies and other hotel schools. Every year an employee is given the opportunity to start a bachelor degree, one can start a master degree and one can be given the opportunity to start a PhD programme. Lecturers and instructors can go on a work experience placement, participate in a job shadowing project in a hotel or school, or complete work experience projects at a company. For the improvement of didactic skills, courses are offered on the 'significant learning approach' that is at the basis of the educational vision, blended learning, assessment (Basic Examiner Qualification, Senior Examiner Qualification and assessor courses) and English. The panel heard from staff that they appreciate the range of possibilities for professional development.

### **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 1:17.2 enables a good execution of the curriculum and small-scale teaching.

### *Substantiation*

Total staff at HTH at the end of 2017 is 200.05 FTE or 227 persons. 83 of them are lecturers. 2.02 FTE is dedicated to the master programme. The staff-student ratio is 1:17.2 for the bachelor programme. The panel considers this ratio to be very favourable, enabling a good execution of the curriculum and small-scale teaching.

In meetings with the panel, lecturers did not complain about their workload, although the documentation indicates that the work pressure is high. The recent introduction of continuous assessment in the bachelor courses raised the workload for both lecturers and students. The panel was informed that awareness of this effect has already led to adaptations in the assessment system. This confirms that HTH pays attention to workload issues.

## 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 at both campuses are extensive and excellent. Bachelor students live in Skotel during their first year. They share a room with another student, mostly from a different nationality, which is an important part of the intercultural learning process.

### *Substantiation*

Skotel is the on-campus student accommodation, integrated within the school building in Amsterdam, and in a separate building in The Hague. Bachelor students live here during their first year. They share a room with another student, mostly from a different nationality, which is an important part of the intercultural learning process. Each campus has 128 units, resulting in a total of 512 students living in the residential units. These units have been sponsored by the industry. Skotel also offers rooms for external guests: 20 in Amsterdam and 21 in The Hague, all decorated by hotel chains or suppliers. Both in The Hague and Amsterdam external guests can visit the fine-dining restaurant Le Début, the brasserie Zinq in The Hague or the Café Les Saveurs in Amsterdam. A restaurant is available for staff and students, based on the La Place concept. These outlets (Skotel, guest hotel, restaurants and kitchens) are considered as classrooms, where students learn to apply theory in a practical environment. The panel confirms that these outlets provide a great opportunity to learn in a safe, sophisticated and professional environment.

The school offers main lecture halls, large and small classrooms, study spaces, computer facilities and a service and helpdesk. The study spaces in Amsterdam have been renovated recently and offer superb possibilities for individual and small group work. All classrooms are equipped with a beamer or smart screen. Video conference and Skype for business facilities are available in both campuses. Blended learning is facilitated by the Learning, Teaching and Collaboration Platform. HTH also offers a virtual classroom, the online learning environment myhotelschool.nl with e.g. resources, assignments, tests and quizzes, team collaboration spaces, message boards, chats and web lectures. This will be expanded by a toolbox to further enhance student engagement. Students can use the Media Centre which offers a wide range of digital and physical resources. Information literacy is taught in Phase 1 of the bachelor programme and more support is available on the website. Summing up, the panel concludes that the teaching facilities are excellent.

## 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 LYCar (Launching Your Career) projects of students show that they have achieved the intended learning outcomes and that these projects are a great stepping stone to their career. Graduates are admitted to prestigious jobs and master programmes. The graduation rates are 15% higher than those of other relevant programmes.

### *Substantiation*

Students prove that they have achieved the intended learning outcomes in their LYCar (Launching Your Career) project. This relates not only to their professional development, but also to their personal development, as defined in the intended learning outcomes. The LYCar project is a personalised course where students design their own pathway towards graduation. They can focus on their own areas of interest and prepare for their future as hospitality leaders. Students work in and for companies on different kinds of projects and develop end deliverables for clients during LYCar. Students need to prove they can work and think at a professional graduate bachelor level based on this portfolio of deliverables, meaning they have to demonstrate they can analyse, apply, advise and integrate the chosen PDCs and PECs in their project. Students personalise their LYCar path by choosing a combination of 3 PDCs and/or PECs. This will allow students to not only reach level 3 of all PDCs and PECs in their programme, but they will also learn to integrate different topics in an individual project and reach a higher level on some of the end qualifications. Whatever the companies and projects (end deliverables) chosen by a student, a student's LYCar always needs to address the following three criteria: an international focus, a hospitality focus and it needs to be conducted at management level. The student demonstrates he/she has the ability to influence decision making at management level, to conduct projects in real life for a company and to carry out applied research during the LYCar course. At least one of the end deliverables must be supported by completing a full research cycle. Based on reading a sample of fifteen LYCar theses, the panel confirms that all students have achieved the intended learning outcomes.

As of the intake of September 2008 HTH is closely monitoring the graduation rates very closely and taking actions when needed. The graduation rates of the 2008, 2009 and 2010 intake were 63.5, 62.6 and 65.1% respectively. The September 2011 intake showed a one off decrease in the graduation rate at 54.5%. Efforts by coaches, assessors and a special team (the check-out team) for students experiencing a delay have resulted in the graduation rate going up to 63.2% for the September 2012 intake. These rates are very favourable, compared to the average rates of approximately 50% at other universities of applied sciences. The target for the September 2013 intake is to obtain a rate of 67.5%. An improvement in the graduation rates has been realised by: being stricter on meeting (intermediate) deadlines during the LYCar project; sending automated reminders to students; and through the efforts of the check-out team. The panel notes that the LYCar core team will continue to focus on reducing the backlog by re-enforcing the check-out team. In addition to this, a pilot project was implemented with the introduction of a learning community for LYCar students. LYCar students shared their knowledge with their peers, under the supervision of a LYCar coach, during small team meetings.

Students have confirmed in a January 2018 LYCar evaluation that LYCar is a great stepping stone for their future careers. They appreciate the great amount of freedom of choice given to them and they see LYCar as a means of personal development. 88% of the graduates find a job within three months and 96% within six months. This indicates the LYCar project does indeed help students with launching their careers. Alumni research (Alumni survey 2016) shows that new jobs are often an extension of the LYCar projects. 66% of the school's alumni currently works in a management position and 46% currently have a salary of over 4,000 euros (gross per month). The alumni survey shows that the school's graduates end up in international positions (44% work abroad) and 27% of the graduates acquire a master degree later in their career. They were admitted to prestigious universities in the Netherlands (VU Amsterdam, University of Amsterdam, Nyenrode Business University, Erasmus University Rotterdam, Utrecht University, Radboud University and Maastricht University) and abroad (such as Cornell and several universities in London).

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 Bachelor The Hague | Assessment Bachelor Amsterdam | Assessment Master |
|--|-------------------------------|-------------------------------|-------------------|
| <i>Standard 1 Intended learning outcomes</i>       | Good                          | Good                          | Good              |
| <i>Standard 2 Curriculum: Orientation</i>          | Good                          | Good                          | Satisfactory      |
| <i>Standard 3 Curriculum: Content</i>              | Good                          | Good                          | Good              |
| <i>Standard 4 Curriculum: Learning Environment</i> | Good                          | Good                          | Good              |
| <i>Standard 5 Intake</i>                           | Good                          | Good                          | Good              |
| <i>Standard 6 Staff</i>                            | Good                          | Good                          | Good              |
| <i>Standard 7 Facilities</i>                       | Excellent                     | Excellent                     | Excellent         |
| <i>Standard 8 Tutoring</i>                         | Good                          | Good                          | Excellent         |
| <i>Standard 9 Quality Assurance</i>                | Good                          | Good                          | Good              |
| <i>Standard 10 Assessment</i>                      | Good                          | Good                          | Good              |
| <i>Standard 11 Achieved learning outcomes</i>      | Good                          | Good                          | Satisfactory      |

## Considerations and conclusion

The intended learning outcomes of the bachelor programme meet national and international requirements of the professional field and the discipline. Further competences have been added to emphasise HTH's ambition to provide socially interested and responsible graduates who are able and willing to contribute to realising 'a better world'. 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 learning environment is based on a distinctive didactic concept and includes a preparation for life-long learning. The teaching approach is engaging and interactive. Together with the

small scale of classes and the mandatory residence in the Skotel 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, based on personal contact, which enables HTH 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 staff-student ratio is 1:17.2, which is quite favourable. The school offers extensive and excellent facilities for the realisation of the programme at both campuses. The support of a tutor, coaches in each study phase and more specialised counselors guarantee that students are very well guided in their studies. The information provision is extensive and ties in with the needs of students as well. Alumni can be contacted all over the world for information and assistance. The system of quality assurance is good, with an active involvement of staff, students and other stakeholders. The assessment policy is good. The Exam Committee and the Assessment Committee take an active role in guaranteeing and improving the quality of assessment. The bachelor theses 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 and show they are the hospitality leaders the programme aims for. Industry representatives confirm the innovative and entrepreneurial attitude of the bachelor graduates.

Summing up, the panel assesses the quality of the bachelor programme in International Hotel Management of Hotelschool The Hague on both campuses and including the International Fast Track as good. The panel also confirms that the programme meets the requirements for the distinctive feature Small-scale and intensive education.

The intended learning outcomes of the master programme meet the requirements of the Dublin descriptors at master level. The focus is on innovation, strategy and change. The programme is a business-oriented degree, well-connected to the industry. All courses are designed to employ academic and/or field research within them, preparing the students for the final Consultancy Project. The curriculum is founded on a Body of Knowledge, developed in co-creation with industry, research and academic experts as well as alumni. The curriculum is well-aligned and quite innovative in its focus on service excellence. The didactic approach is interactive and student-centred. The maximum number of 25 students guarantees close interaction among students and between students and lecturers. There is a solid application and selection procedure, based on personal contact, which enables HTH 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 staff-student ratio is 1:12.4, which is very favourable. The school offers extensive and excellent facilities for the realisation of the programme. The guidance and tutoring are on a personal basis, due to the small scale of the programme and the strong involvement of the programme manager. The system of quality assurance is good, with an active involvement of staff, students and other stakeholders. The assessment policy is good. The Exam Committee and the Assessment Committee take an active role in guaranteeing and improving the quality of assessment. The master theses show that the students achieve the intended master level.

Based on the NVAO decision rules, a programme can be assessed as good if at least five standards, including standard 11, are assessed as good. This means that, even though the panel has assessed most standards as good or even excellent, the overall assessment is satisfactory.

The audit panel assesses the quality of the master programme in International Hotel Management of Hotelschool The Hague as satisfactory.

# Recommendations

The audit panel offers the following recommendations:

## Standard 1

1. The name of the master programme, in combination with the school's name, suggests that the programme focuses on hospitality in the hotel industry, but the scope is wider than that: it is on the design, delivery and management of hospitality as the highest level of service. A different name may express this more clearly.
2. The panel commends HTH for its ambitions, such as to be in the top 3 globally and on sustainability. In order to achieve these goals, the school is advised to formulate them more crisply in concrete ambitions and objectives to help focus resources and energy.

## Standard 2

3. Research skills are addressed in various courses throughout the bachelor programme. An explicit learning line in research skills could strengthen this further.

## Standard 6/10

4. Noting the unevenness in LYCar and master thesis assessments, the panel believes that coaches need to be more supported in their role (coaching of coaches) and/or that more attention is needed for alignment of assessment.

## Standard 10

5. The rubrics on the LYCar and thesis assessment forms clarify what is needed to be awarded a certain grade, but provide no further comments or feedback to substantiate the grade. This lack of a paper trail does not allow a check by external parties or in case of complaints or an appeal by the student. The panel advises using the room provided on the assessment forms more systematically and adding more written assessors' comments on the grading forms.

## Standard 11

6. The panel considers the master level sufficiently demonstrated in terms of the required cognitive level (Bloom taxonomy, Dublin descriptors second cycle). The panel advises further fine-tuning in relation to other MBA-programmes and the specific niche of the HTH programme.



# Appendices

# Appendix 1 Programme of the site visit

Hotelschool The Hague, Brusselselaan 2, The Hague

| <b>Monday 14 May 2018: HTH Skotel The Hague</b>  |  |   |
|--|--|---|
| Before 15:00                                     | Panel Pick-ups, arrival and check-ins  |   |
| 15:00 – 15:30                                    | Panel welcome by the Board of Directors  |   |
| 15:30 onwards                                    | Panel meets with Mr Anne Klaas Schilder (NVAO Project Coordinator); Panel commences with preparation |   |
| Evening  | Dinner in Le Début The Hague   |   |
| <b>Tuesday 15 May 2018: HTH Campus The Hague</b> |  |   |
| 08:00 - 08:30                                    | Arrival and welcome by HTH Students and Board of Directors   | HTH students<br>Ms Regine von Stieglitz (President of the BoD)<br>Mr Max Merkx (Member of the BoD)  |
| 08:30 - 09:45                                    | Panel setup & Documents review   |   |
| 09:45 - 10:45                                    | Tour of campus facilities  | Hosted by HTH students and HTH Marketing & Sales Department   |
| 10:45 - 11:00                                    | Panel deliberation / Documents review  |   |
| 11:00 - 11:45                                    | Interview with Bachelor students from The Hague  | Alisher Nazir (phase 2)<br>Bertille Pommier (phase 3)<br>Tijs Vetjens (phase 2)<br>Prisca Munyasya (phase 2)<br>Miruna Avram (phase 1)<br>Robert Lodewijk (phase 2)<br>Tom Lubbers (phase 3/Lycar)  |
| 11:45 - 12:00                                    | Panel deliberation / Documents review  |   |
| 12:00 - 13:00                                    | Lunch (Room Service)   |   |
| 13:00 - 13:45                                    | Class visits   | Various lecturers and instructors   |
| 13:45 - 14:00                                    | Panel deliberation / Documents review  |   |
| 14:00 - 14:45                                    | Interview with Lecturers and Instructors   | Mr Fred de Vries (Lecturer in Finance)<br>Ms Xuan Huynh (Lecturer)<br>Ms Simone Williams (Lecturer)<br>Ms Agatha Engel (Lecturer)<br>Mr Robert Gallicano (Lecturer in F&B)<br>Mr Stefan Hollen (Coordinator F&B operations)<br>Ms Ina Groen (Instructor Rooms Division) |
| 14:45 - 15:00                                    | Panel deliberation / Documents review  |   |
| 15:00 - 15:45                                    | Interview with Placement Office, Selection & Admissions, Student Tutoring                            | Ms Elina Sperth (Placement coordinator)<br>Ms Caroline Schelfhout (Placement coordinator)<br>Ms Saskia de Ruijter (Team Lead Student Administration)<br>Ms Lauren Rigter (Admission & Recruitment)<br>Ms Conny Valk (Lecturer in Operations Management)                 |
| 15:45 - 16:00                                    | Panel deliberation / Documents review  |   |
| 16:00 - 16:45                                    | Interview with Board of Directors  | Ms Regine von Stieglitz (President of the BoD)<br>Mr Max Merkx (Member of the BoD)<br>Ms Lisette Flohil-Griep (Secretary of the BoD)  |
| 16:45 - 17:00                                    | Panel deliberation / Documents review  |   |
| 17:00  | Retreat to Skotel  |   |
| Evening  | Dinner at Calla's  |   |

| <b>Wednesday 16 May 2018: HTH Campus Amsterdam</b> |  |   |
|--|--|---|
| 07:45 - 09:00                                      | Travel to Amsterdam Campus                               |   |
| 09:00 - 09:45                                      | Welcome & tour of campus facilities                      | Hosted by HTH students and HTH Marketing & Sales Department   |
| 09:45 - 10:00                                      | Panel setup  |   |
| 10:00 - 10:45                                      | Discussion with Alumni & Industry Network/Advisory Board | Mr Milan Arandelovic (Area GM Hilton International)<br>Ms Sophia Gross (Cluster Director of Revenue Strategy; Marriott Hotels)<br>Ms Kimberley Roersma (Director/Owner Mother Nature Cleans Company)<br>Mr Peter Heule (CEO Short Stay Group)<br>Mr Jan Steinebach (Senior Director/Head of Hotels; CBRE)<br>Mr Peter Verhoeven (Managing Director Booking.com) |
| 10:45 - 11:00                                      | Panel deliberation / Documents review                    |   |
| 11:00 - 11:45                                      | Interview with Bachelor Students from Amsterdam          | Ioana-Teodora Sitea (phase 2)<br>Justus van Dam (phase 3)<br>Anne Vortmann (phase 2)<br>Samuel van Gelder (phase 3/Lycar)<br>Anne-Lotte Broekhof (phase 3)<br>Isa Maathuis (phase 1)<br>Stella van Toor (phase 3/Lycar)   |
| 11:45 - 12:00                                      | Panel deliberation / Documents review                    |   |
| 12:00 - 13:00                                      | Lunch in Le Début  |   |
| 13:00 - 13:45                                      | Class visits   | Various Lecturers and Instructors   |
| 13:45 - 14:00                                      | Panel deliberation / Documents review                    |   |
| 14:00 - 16:30                                      | Master Programme interviewing: Programme management team |   |
| 14:00 - 14:45                                      |  | Mr Jelle Veenstra (Manager Master)<br>Mr Diego Salvatierra Palacios (Applicant Advisor MBA programme)<br>Mr Arjan van Rheede (Lecturer in Research Methods)<br>Ms Regine von Stieglitz (President of the BoD)   |
| 14:45 - 15:30                                      | Lecturers  | Mr Sander Allegro<br>Mr Yousri Mandour<br>Mr Govert Boender<br>Ms Debbie Tromp<br>Mr Rob Beltman<br>Mr Rob Blomme<br>Ms Yasmin Oruc<br>Mr Huub Ruël   |
| 15:30 - 15:45                                      | Panel deliberation / Short Break                         |   |
| 15:45 - 16:30                                      | Master Students & Alumni                                 | Mr Boris Lamp<br>Ms Emily Hurst<br>Mr Pranay Pathania<br>Mr George Pinte<br>Mr Chris Jacobs<br>Mr Max Lind<br>Ms Aliona O'Regan-Churilova<br>Ms Tanya van Ravenswaay Claasen  |
| 16:30  | Travel Back to The Hague                                 |   |
| Evening  | Dinner in Brasserie Zinq                                 |   |
|  |  |   |

| <b>Thursday 17 May 2018: HTH Campus The Hague</b> |  |  |
|---|--|--|
| 08:00 - 08:30                                     | Arrival & Panel setup  |  |
| 08:30 - 09:30                                     | Interview with Research Centre and Lycar (Bachelors Thesis) Team | Mr Jeroen Oskam (Manager Research Center)<br>Ms Angelique Lombarts (Lector)<br>Mr Ajay Kapur (Faculty Department Head "Marketing and Innovation")<br>Ms Anna de Visser-Amundson (Lecturer in Marketing)<br>Ms Annemieke de Korte (Lecturer)<br>Mr Neil Walsh (Lecturer)  |
| 09:30 - 09:45                                     | Panel deliberation / Documents review                            |  |
| 09:45 - 10:30                                     | Interview with Exam Committee                                    | Ms Charlotte Wouters-Leenders (Chair Exam Committee; Lecturer in Hospitality Management)<br>Ms Jacqueline Wouters-Broekhuizen (Member Exam Committee; Lecturer in Research Methods)<br>Ms Lysbeth Vink (Member Exam Committee; Lecturer)<br>Ms Noor van der Poel (Chair Assessment Committee; Educational Advisor) |
| 10:30 - 10:45                                     | Panel deliberation / Documents review                            |  |
| 10:45 - 11:30                                     | Interview with Education Committee and Quality Assurance Team    | Mr Romeo Oehlers (Chair Education Committee; Lecturer)<br>Ms Adèle Verré (Student member Education Committee)<br>Mr Daan Klein (Lecturer)<br>Ms Anja Hellenschmidt (Educational Advisor)<br>Ms Nataly Alarcon (Quality Assurance Officer)  |
| 11:30 - 12:00                                     | Panel deliberation / Documents review                            |  |
| 12:00 - 13:00                                     | Lunch (Room Service)   |  |
| 13:00 - 16:45                                     | Panel deliberation   |  |
| 16:45 - 17:00                                     | Briefing to Board of Directors                                   | Ms Regine von Stieglitz (President of the BoD)<br>Mr Max Merkx (Member of the BoD)<br>Ms Lisette Flohil-Griep (Secretary of the BoD)   |
| 17:00 - 17:30                                     | Feedback to school   | HTH Community  |

## Appendix 2 Documents examined

- Self-evaluation report

- Additional appendices HTH

- A Alumni White paper
- B Assessment report BA Hotel Management
- C Body of Knowledge / Master
- D Certiked Model
- D1 Certiked Trial Audit Report
- E Distinctive Features Learning Outcomes HTH 2018
- F1 Dutch Qualification Profile BOP 2012-2016
- F2 Dutch Qualification Profile PEP 2017-2022
- G EQAF Riga 2017 Student Report
- H ESG 2015
- I General and Quantitative data
- J Improvements assessments 2017 and 2018
- K Innovation in Hospitality Education
- L Institutional Plan 2018-2023
- M Learning & Development Policy HTH
- N NSE 2017 fact-sheet
- O Our Values
- P Overview End Qualification 2017-2018 Bachelor Programme
- Q Placement Partners HTH
- R Quality Assurance MBA HTH 2017-2018
- S1 Research Centre Assessment VKO Evaluation Report HTH
- S2 Research Strategy
- T1 Selection grading rubrics HTH
- T2 Selection Day Improvement Report HTH
- T3 Selection Policy
- U Student Charter 2017
- V THE-ICE Full Accreditation Pro Forma

- Appendices requested by the panel

- A Composition of Staff
- B Internationalisation Policy
- C Assessment Policy HTH
- D Educational Framework Bachelor
- E1 EER Bachelor 2017-2018
- E2 Studyguide Bachelor 2017-2018
- F Practical Placement Syllabus 2017-2018
- G1 LYCar Syllabus 2017-2018
- G2 LYCar Reading Guideline
- H Educational Framework Master
- I1 EER Master 2017-2018
- I2 Studyguide Master 2017-2018
- J Thesis Manual Master

Additional material provided during the site visit (15-17 May 2018)

- i) Overview students HTH - correction page 113
- ii-a) Professionalisation policy - draft
- ii-b) Faculty training programme 2017/18
- iii-a) Yearly report 2017 Exam Committee
- iii-b) Follow-up annual report Exam Committee
- iv) Minutes of International Advisory Board – draft and structure/statutes
- v-a) Publications 1 December 2017-28 February 2018
- v-b) Research funded externally
- vi) Diploma supplement
- vii) CV's of staff in an overview
- viii) Corrected rubric Interview selection day
- ix) Table of incoming and outgoing students
- x) List of student assessments –  
international and intercultural learning outcomes (see also xiv)
- xi) Practical placement report and grading rubric
- xii) Professional attitude Skotel report and grading rubric
- xiii) Grading rubric from the Master thesis
- xiv) Dealing with international Guests (DWG) report, grading rubric and exam
- xv) Next step graduates: further study
- xvi) Incoming students from Taiwan (NKUHT)
- xvii) Relevant references about disability and handicaps
- xviii) 3 extra practical placement reports with intercultural best practices
- xix) Extra material extra-curricular activities
- xx) Comenius application report and received advice