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Master  
International Hospitality Management  
Hotelschool The Hague

Report of the extensive programme assessment  
6 and 7 May 2024

July 2024  
[www.AeQui.nl](http://www.AeQui.nl)  
*Assessment Agency for Higher Education*

## Colophon

### Programme

MBA International Hospitality Management  
Hotelschool The Hague

### Panel

Mirjam Leloux, chair

Eva Canaleta, member

Ralf Burbach, member

Joost de Graaf, member

Sophie Huften, student member

Adrienne Wieldraaijer-Huijzer, secretary

The panel was presented to the NVAO for approval.

The panel assessed on the basis of NVAO Framework 2018

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## Summary

On May 6<sup>th</sup> and 7<sup>th</sup>, 2024 an assessment panel of AeQui visited the Master programme International Hospitality Management. This programme is offered on the campus of Hotelschool The Hague in Amsterdam. The panel visited this campus on May 6<sup>th</sup>, 2024. The panel assessed the programme on the standards of the NVAO Framework for extensive programme assessment. It judges that the programme meets the standards of the extensive programme assessment; the overall quality of the programme **meets the standard**.

### Extensive programme assessment

#### Intended learning outcomes

The MBA International Hospitality Management (MBA IHM) is an English taught business administration programme. It prepares students to become future leaders in service innovation in industries where hospitality is a key differentiator. Students develop five Professional Competencies (PCs) in 'Hospitality Vision', 'Strategy', 'Innovation', 'Change' and 'Leadership'. The panel found that the profile of the MBA IHM is relevant and clear. The use of the English language is in line with the international character of the hospitality industry. The Professional Competencies are well-chosen, appropriate to an MBA and relevant to the professional field. They have been paired with frameworks on level and orientation in higher education and are actively evaluated with the industry and the Hotelschool The Hague (HTH) Research Centre. All necessary MBA elements are present in the course learning objectives, but the panel recommends that the programme makes more visible in the curriculum matrices what the exact relationship is between the PLOs and the curriculum content on the one hand, and the MBA elements on the other. This includes making more transparent the programme's vision on the MBA elements that need to be covered in relation to the hospitality management domain.

The panel assesses that the programme **meets this standard**.

#### Curriculum

Hospitality is an essential element of the programme from start to finish. In the courses,

business administration and hospitality subjects are taught in an integrated way. On top of this, the course 'Hospitality Leadership Journey' runs throughout the programme. The panel established that the curriculum of the MBA IHM is well-designed. Hospitality is well-embedded and a distinctive feature as compared to other international MBA programmes. The curriculum covers all the essential components of a master's programme in business administration.

The curriculum is also up-to-date and contains the right level of research skills. Since the last accreditation, the programme developed a new stepwise approach of the Final Consultancy Project and a Design Based Research component. According to the panel, this has led to a strong research learning line. Professional and leadership skills are included in all courses and further enhanced through a strong focus of courses on real life learning and the course 'Hospitality Leadership Journey'. The Curriculum Extra Programme deserves special mention. It is a valuable addition to the MBA IHM's research and professional skills education. It includes many guest lectures, activities, dialogues, games and field trips, organised with and by the hospitality industry and the HTH Research Centre.

The MBA IHM emphasises student-centered and self-directed learning in small groups. Education focuses on individual learning needs, while connecting this to teamwork, real life cases and continuous encounters with professionals from the industry. The panel established that the educational philosophy of the programme is intelligent and suitable. It is reflected in small group sizes and varied teaching methods with a focus on active participation.

Intake in the MBA IHM is limited to a maximum of 25 students a year, and the selection procedure is aimed at selecting only the most suitable candidates who understand the content and intensive nature of the MBA IHM. The panel established that the admission requirements are appropriate. The admissions procedure is thorough and highly personalised.

The panel assesses that the programme **meets standards 2, 3, 4 and 5.**

### Staff

The student staff ratio is 1:13.5. The programme management is deeply engaged in the day-to-day organisation and execution of the programme. The panel concludes that the quantity of the staff is sufficient for the provision of the programme's education.

Teaching staff is professional, with sufficient expertise to teach the courses on offer. Both teaching staff and programme management are actively involved with the students and easy to contact. Teachers hold the required didactic qualifications. Staff from the HTH Research Centre are actively involved in education. Participation of teachers in the HTH Research Centre is rotating. The panel finds this a commendable method.

The panel noticed that the student body is very international, but the staff is less so. HTH is continuously working on intensifying and broadening its international staff community and professional network through varied initiatives. The panel advises the programme management to continue these endeavours and to increase the involvement of international teachers in the programme as well as the number of lecturers that pursue a PhD/PD.

The panel assesses that the programme **meets standard 6.**

### Facilities and support

The MBA IHM is offered at the Amsterdam campus of HTH only. The panel visited this location and concluded that the (physical and digital) facilities of the programme are excellent. They include dedicated spaces for the MBA IHM students which support the specific needs of the highly international student body.

The students and staff form a close community in which personal learning needs and student well-being are easily identified and discussed. Students receive highly personalised tutoring. HTH has a team of specialised professionals who are involved in guidance on specific topics. Information about the programme, the support system, rules and regulations are accessible and clear.

The panel assesses that the programme **meets standards 7 and 8.**

### Quality assurance

HTH's Quality Management System (QMS) comprises the whole institution and its educational programmes. The system is described in a clear and concise manner in the HTH 'Heart Rate Monitor'. HTH is still working on an up-to-date Quality Handbook. The panel recommends to further develop this to ensure that all processes, procedures, work instructions, forms and checklists of the quality management system can be found in one clear place.

The panel examined the operation of the QMS as a recurring theme throughout the visit. It found that there is a strong culture of continuous reflection and improvement within HTH and the programmes under evaluation. Feedback loops are continuously closed, with an active involvement of staff, students, committees and management. The programme implemented adequate improvements on the recommendations of the previous accreditation panel or has given a reasonable explanation to deviate from them.

The panel assesses that the programme **meets standard 9**.

#### Assessment

In line with HTH Assessment Policy, the MBA IHM uses a combination of formative evaluations and summative assessments. The panel established that the programme has an adequate assessment system in place. Assessments in the programme are varied, transparent to students and in line with the PCs. The MBA IHM also has sufficient procedures in place to guarantee the quality of assessment.

Since the last accreditation, the procedure and assessment of the Final Consultancy Project have been modified. The panel supports the changes made. They show that the programme is continuously improving itself. The panel recommends making one more change in the assessment of the Consultancy Project. Adding more grade ranges in the assessment rubric will lead to a more nuanced and appropriate grade calculation, and will make it less excellence-supportive.

HTH has one Examination Committee (EC) for all of its programmes. The panel concludes that the EC performs thoroughly and pro-actively its tasks to control the quality of the assessments, the assessment procedures and achieved learning outcomes.

The panel assesses that the programme **meets standard 10**.

#### Achieved learning outcomes

The panel assessed a sample of 15 Final Consultancy Projects (master theses) and established that

The assessment was carried out according to the schedule presented in attachment 2. The programme has made several improvements, based on the results of the former assessment (see attachment 3). The panel considered these developments as an integral part of the current assessment.

students meet the intended learning outcomes of the programme. All theses show a strong link with the hospitality business industry, while covering a wide range of business administration topics. Employment figures show that graduates are successful.

The panel assesses that the programme **meets standard 11**.

#### Recommendations

In order to bring the programme to an even higher level of quality in the future, the accreditation panel provides the following recommendations:

- Make more visible in the curriculum matrices what the exact relationship is between the PLOs and the curriculum content on the one hand, and the MBA elements on the other. This includes making more transparent the programme's vision on the MBA elements that need to be covered in relation to the hospitality management domain.
- Continue endeavours to increase the number of lecturers that pursue a PhD/PD and the number of international teachers in the programme.
- Finalise the HTH Quality Handbook to ensure that all processes, procedures, work instructions, forms and checklists of the quality management system can be found in one clear place.
- Adapt the assessment rubric of the Final Consultancy Project to support a more nuanced, less excellence-supportive, grade calculation (e.g. by including more grade ranges).

The committee has assessed the programme in an independent manner; at the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme. All standards of the NVAO assessment framework are assessed positively; the assessment panel therefore awards a **positive recommendation** for the accreditation of the programme.

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

Mirjam Leloux  
Chair

Adrienne Wieldraaijer-Huijzer  
Secretary

## Intended learning outcomes

*Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.*

### Findings

#### *Main characteristics*

The MBA International Hospitality Management (MBA IHM) prepares students to become future leaders in service innovation. It focuses on industries where hospitality is a key differentiator. The programme is non-publicly funded, full-time (75 EC, 13 months) and based on the Hoteleschool The Hague (HTH) campus in Amsterdam. Education is small-scale with an average annual intake of 17.5 students in the last four academic years. The small-scale feeds into a strong focus on student-centred teaching, with personalised attention and tailoring of the educational experience to individual needs.

The MBA IHM is English taught and attracts a highly international student body. In 2022-2023, 85% of the students came from non-EU countries. This international focus was chosen carefully, in line with HTH's vision that the field of hospitality management is inherently international. HTH has a long history of educating hospitality leaders who can operate in international and intercultural environments. It has a worldwide network in the global hospitality industry and was founding partner of Hotel Schools of Distinction in 2014, a global alliance of hotel schools in partnership with hospitality industry leaders.

#### *Profile and name*

The MBA IHM is a business administration programme with an explicit link to hospitality in the broadest sense of the word. It 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. The programme has a strong focus on business development, concept innovation and change management.

While the teaching content of the MBA IHM is general and prepares students for all kinds of business careers, the programme specifically caters the demands of both the traditional hospitality industry and organisations that have an excellent service offering at the core of their ambitions. Students are trained to apply theoretical concepts, as well as technological/societal/economic theories and trends to the hospitality sector. This is done in such a way that hospitality is not only an application field, but an integral part of the curriculum. Another central objective of the MBA IHM is to nurture leaders who not only shape global industry but also contribute positively to society and the planet.

The previous assessment panel (in 2018) suggested that another name might be a better fit to express the programme's wider scope on the design, delivery and management of hospitality. It stated that the name of the programme, in combination with the school's name, might give too much of an impression of a programme with a narrow focus on hotels only. The MBA IHM intensively discussed this advice of the assessment panel and finally decided to keep the original name. Key in the discussion was that the



MBA IHM wants to attract young professionals that have a true passion for hospitality and strive for a career in which hospitality plays an important role. Research among students and alumni shows that the target groups of the MBA IHM are best reached with the current name.

The MBA targets two audiences. First, bachelor graduates who continue to have the world of hospitality as a preferred industry to work in and are seeking for a programme that looks at hospitality from a broader perspective. Second, professionals who have a hospitality unrelated accredited bachelor's degree but discovered at a later moment that they have a true passion for working in the hospitality industry. According to the programme, the existing name and profile of the programme cater both target groups best.

#### *Intended Learning Outcomes*

The MBA IHM developed five Professional Competencies (PCs) that are needed to become a professional who combines excellent business administration skills with delivering 'service excellence'. The PCs cover 'Hospitality Vision', 'Strategy', 'Innovation', 'Change' and 'Leadership'. To ensure that the PCs are of the right level, they have been paired with the Dublin descriptors (level 7, Second Cycle), the EQF framework level 7 and the Professional Master Standard of Universities of Applied Sciences.

Level, orientation and content of the PCs are also monitored by an Industry Advisory Board (IAB) to confirm that they continue to be geared to the expectations of the international professional field. The panel established that the IAB consists of authoritative international experts in the field. The IAB provides biannual advice on trends, needs and challenges in the field. Recently, it emphasised the importance of

transversal skills with a particular focus on resilience and adaptivity.

The HTH Research Centre also provides solicited and unsolicited advice on the programme's objectives and curriculum. Over the last years, this centre has been strengthened and better embedded in HTH education. The panel found that the Research Centre currently consists of 18 skilled experts that contribute to research on the future of hospitality from different perspectives, such as City Hospitality and the impact of technological innovation on hospitality.

#### *Considerations*

The profile of the MBA IHM is relevant and clear. It offers a unique mix of hospitality within the business administration (MBA) structure. The rationale behind the name of the programme has been clearly and convincingly substantiated. The Professional Competencies are well-chosen, appropriate to an MBA-level and relevant to the professional field.

Due to the integration of hospitality and Business Administration, it is not very easy for an outsider to determine whether all necessary MBA elements are actually present. Although the panel verified and concluded that this is the case in the course learning objectives, it recommends the programme to make more visible in the curriculum matrices what the exact relationship is between the PLOs and the curriculum content on the one hand, and the MBA elements on the other. This includes making more transparent the programme's vision on the MBA elements that need to be covered in relation to the hospitality management domain. More transparency in this will also benefit students.



Taking these considerations into account, the assessment panel establishes that the programme **meets this standard.**

## Curriculum

### Orientation

*Standard 2: The curriculum enables the students to master appropriate (professional or academic) research and professional skills.*

### Findings

#### *Research skills*

All courses of the MBA IHM include research components. At the end of the programme, the mastery of research skills climaxes in the Final Consultancy Project Course (master thesis). The HTH Research Centre is actively involved in research components of the MBA IHM. Researchers of the centre teach in such courses and are actively approached and available for consultation on project topics and publications. MBA students are also active participants in the yearly HTH Research Centre Symposium where they present their final project to the symposium visitors through a poster presentation.

Research and research skills are also part of the non-obligatory Curriculum Extra programme of the MBA. The Curriculum Extra programme consists of an extensive list of activities organised with the HTH Research Centre and the hospitality industry. For research these activities include a three-lecture course on the Future of Business, a four-class course on City Tourism and a course on the Total Human Hospitality Experience. The Curriculum Extra programme is highly valued by students with a score of 4.4 on a 5-point scale in the most recent Alumni Survey.

In recent years, the programme has actively collaborated with lecturers of the HTH Research Centre to further strengthen the master's level

of research. This has led to several changes in courses and assessment (for assessment, also see Standard 10). The Business 'Research and Consultancy Project Intake' course, which prepares students for the actual Final Consultancy Project Course, now includes a Design Based Research (DBR) component which is taught by staff of the HTH Research Centre. The Final Consultancy Project itself has also gone through some changes, in accordance with the planned changes stated in the previous accreditation report. The rhythm and pace of this course have been changed, including an earlier start and the embedding of clear milestones and deliverables. Also, more weight is now given to the research component in the final assessment.

#### *Professional skills*

The MBA IHM aims to deliver leaders in service innovation. To facilitate this, students continuously work and reflect on their personal leadership skills. Although all courses include this aspect, the MBA IHM also has a dedicated course on 'Hospitality Leadership Journey' which runs through the programme from start to finish. Professional skills and personal growth are also enhanced through a strong focus of all courses on real-life learning. Throughout the programme, students actively interact with professionals in the hospitality industry (e.g., through the use of real-life cases and company visits). The Curriculum Extra Programme is a valuable addition to this. It includes many guest lectures, extra-curricular activities, dialogues, games and field trips, organised with and by the hospitality industry. In the National Student Survey students give high scores to the link of the programme with professional skills (2023: 4.71) and

the acquiring of skills for professional practice (2023: 4.64).

### Considerations

Real-life learning, the Curriculum Extra activities and the 'Hospitality Leadership Journey' form a solid foundation for students' professional development, as is also evident from the positive evaluations given on this aspect by students and alumni.

The panel appreciates the new stepwise approach of the Final Consultancy Project and Design Based Research component in the 'Business Research and Final Consultancy Project Intake' course. Combined with a more active involvement of staff from the HTH Research Centre in research methods education, this has led to a strong research learning line. Its effectiveness is further substantiated with the findings of the panel on the quality of the theses (see Standard 11). The theses demonstrate that students have sufficient knowledge and skills in research methods and tools.

The panel also values that both professional skills and research skills are part of an extensive number of non-compulsory Curriculum Extra Activities offered by the programme.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Contents

*Standard 3: The contents of the curriculum enable students to achieve the intended learning outcomes.*

### Findings

Hospitality is an essential aspect of the MBA IHM from start to finish, and a strong distinctive

feature as compared to other MBA programmes. The course 'Hospitality Leadership Journey' runs throughout the whole study period and allows for continuous evaluation and feedback on the Professional Competency 'Leadership'.

Hospitality and business administration subjects are taught in an integrated way. The panel studied the content of the curriculum and established that it covers many essential components of a master's programme in business administration. Due to the integrated approach to hospitality with MBA elements, it is however not so easy to determine whether all required subjects of business administration (e.g. marketing, business strategy and human resource management) are really covered. The matrices and learning outcomes on a curriculum level do not provide a definitive answer to this.

The panel discussed this with students, staff and management during the site visit. According to the programme and students, all topics are covered but this is less clear from the documentation. The panel examined whether it could find all relevant MBA topics in course materials and the theses. The panel concluded that the most essential subjects are demonstrated in the course handbooks. It also looked at the presence of important MBA-topics in the theses. It found that final theses cover a vast range of MBA-subjects and demonstrate sufficient knowledge in this area (see Standard 11).

Businesses in hospitality are facing many digital challenges due to the speed of technological innovations. As of 2018, the MBA IHM set out to adapt the programme to these developments. The course Digital Technology (6 EC) was rigorously reconstructed and now covers new topics such as the value of a data-driven enterprise, the future of privacy, data, risk and cyber security.

The programme also introduced a completely new course 'High Tech/High Touch' (3 EC) that focuses on disruptive innovations which are entering the consumer space and consumers' lives. During the site visit, students and alumni expressed their appreciation for these elements of the curriculum.

### Considerations

The curriculum has been carefully developed. The panel is convinced that the curriculum aligns with the five Professional Competencies and master's level. Hospitality is well-integrated throughout the programme and the Professional Competency Leadership is continuously addressed. Although all relevant Business Administration subjects are covered, this should be made more explicit and clearer for students. The panel recommends making more transparent when and where MBA subjects are covered, e.g. by adding this to the curriculum matrix (see Standard 4).

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Structure

*Standard 4: The structure of the curriculum encourages study and enables students to achieve the intended learning outcomes.*

### Findings

#### *Educational philosophy*

Like the other programmes of HTH, the MBA IHM takes Dee Fink's taxonomy of Significant Learning as its main philosophy. From it follows the conviction that meaningful learning experiences develop by incorporating learning goals on foundational content knowledge, application and integration; but also, on learning how to

learn, caring and fostering the human dimension.

In line with its philosophy, the MA IHM emphasises student-centred and self-directed learning in small groups. Education focuses on individual learning needs, while connecting this to teamwork, real-life cases and continuous encounters with professionals from the industry. Students take an active role in their own learning process and lecturers act as learning facilitators. Much emphasis is placed on continuous and active reflection by the students on their personal development in relation to the learning outcomes. In these reflective activities, the MBA IHM establishes an active link with IQ, EQ and AQ, which is in line with HTH's ambition to stimulate the development of students in all three quotients. Finally, students develop entrepreneurial attitudes, skills and knowledge in an applied way. Courses use real-life assignments, in which theory is actively connected to professional situations and reality-based cases.

#### *Structure and educational design*

The curriculum follows three stages, in which students follow a different combination of courses focusing on practical skills and research, conceptual/essential knowledge, interdisciplinary and integrated approaches, industry and personal professional development. These stages are: Discover (Block 1), Design (Block 2, 3, 4), and Deliver (Block 5). In 'Discover', students develop a thorough understanding of the meaning of hospitality in the course 'Hospitality in Perspective'. They also follow a course in 'Business Strategy Development'. In 'Design', students have in-depth MBA courses, such as: 'Financial Decision Making', 'Digital Technology', 'Organisation Behavior' and 'Leading Hospitality Change'. From the very beginning of this stage, students also start acquiring and designing a Consultancy Management Project (CMP).

In the final third stage ('Deliver'), students work on their CMP as their graduation project.

#### *Internal coherence*

The programme has drawn up a curriculum matrix, to gain insight into and maintain internal coherence. This curriculum matrix shows the relationship between the five Professional Competencies (PCs) and courses. To ensure it is pitched at master's level and the right balance and coverage of knowledge, skills and the human dimension, the programme has also broken down the PCs into smaller learning objectives per course and developed a Body of Knowledge and Skills (BoKS). These learning objectives and BoKS have been linked to curriculum components and Dee Fink's taxonomy. As mentioned in Standard 4, the panel recommends making it more transparent on a curriculum-level when and where MBA subjects are covered.

#### *Didactics and practice*

Didactics in the MBA IHM are interactive, small scale and with a strong emphasis on active participation of the students. All lessons are face to face. The digital learning environment is used for communication, as a repository, and to share learning materials and assignment before class ('flipping the classroom'). Students appreciate this idea of 'flipping the classroom', as it allows for more in-depth discussions during class. The panel studied the digital programme learning environment and established that it is suitable for the concept of the 'flipped classroom' and used extensively. It includes clear schedules, planners and instructions. Students also use online libraries and receive training in finding the right articles.

Teaching methods used vary strongly connected to the types of courses and lecturers involved. They include foundational lectures,

workshops, sales calls, master classes, team coaching, individual coach and guest lecturers. The regular courses are supplemented with Curriculum Extra activities that also use a variety of teaching methods. The small classes allow for flexibility and the possibility to meet individual needs. An example of this is the organisation of resits. Although the Education and Exam Regulations (EER) determine the frequency of assessments and resits, the students have room, after consultation with programme management, to take resits when it suits them best.

The students in the MBA IHM come from different countries and many of them are new to the Netherlands. To kick-start their year at HTH, students are introduced to the main principles of the programme during an Opening Conference in September (1 EC). The main goal of this conference is to establish an open, safe and challenging learning environment from the start and to stimulate bonding between peers. During the conference, students reflect on the concept of hospitality and how they intend to have the MBA IHM contribute to their development. To conclude their intensive study period, a Closing Conference (1 EC) is also organised at the end of the programme. The closing conference is the apotheosis of the programme, bringing together the main topics and issues covered. This conference is a platform for pitching all consultancy projects for a large audience by all MBA students.

#### *Considerations*

The educational philosophy of the programme is intelligent and suitable for the programme. It was explained to the panel in a clear manner. The curriculum structure has been carefully thought through and is in line with the educational principles of the MBA IHM. Group sizes are small, and the teaching methods are varied

with an emphasis on active participation, real-life learning and an eye for the needs of individual students. The personal approach, with a focus on individual needs, is highly appreciated by students. The international student body of the programme is carefully introduced to the main principles of the programme, academic skills and literature searching. They receive clear information on the programme, such as planners and schedules. The online learning environment is structured and suitable for the 'flipped classroom' concept.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Incoming students

*Standard 5: The curriculum ties in with the qualifications of the incoming students.*

### Findings

Each year, a maximum of 25 students is admitted to the MBA IHM. In the last four academic years, the average annual intake was 17.5 students, resulting in an average conversion rate of 1:16 (applicants versus admitted students). The student body of the MBA IHM is highly international, with many students from outside the European Economic Area (EEA). In 2023-2024, 14% of the students were Dutch, 36% came from an EEA country and 50% came from a non-EEA country. The student body also varies in educational background, work- and life experience, age, personality and skill sets. Some students progress from a bachelor's programme, others already have work experience. Applicants must have at least 12 months of full-time work experience in a service-related industry. This may include academic internships in this industry. Students must also demonstrate at least a C1 level of the English language proficiency.

The selection procedure of the programme is aimed at selecting only the most suitable candidates. Students should not only demonstrate that they have the right educational and professional background and skills, but also that the programme is the best choice for their personal ambitions and growth and that they understand the content and intensive nature of the MBA IHM.

The selection process consists of a variety of elements. It covers informal consults; a review of academic and professional background; writing both an essay and motivation letter; submitting an example of academic research done (most often a thesis or graduation project); an alumni consult; a formal consult (review and Q&A session); and a final interview with the Programme Director and Programme Coordinator. During the site visit, the panel learned that the selection procedure is intensive and personal, aiming at the provision of extensive information on the nature of the programme and exploring whether the programme is really a good match with the personal goals and ambitions of the applicant.

### Considerations

The admission requirements are appropriate to the Professional Competencies and the curriculum of the programme. They effectively safeguard a good match between the qualifications of incoming students and the programme. The admissions requirements and procedure are clearly communicated to prospective students on the HTH website, in the 'HTH Application and Selection Regulation' and in the 'Education and Exam Regulations' of the programme. The admission procedure is thorough and highly personalised. It is aimed at clear communication about the main characteristics of the programme and at exploring whether there is really



a good match with the individual learning needs of the applicant.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.



## Staff

*Standard 6: The staff team is qualified for the realisation of the curriculum in terms of content and educational expertise. The team size is sufficient.*

### Findings

#### Quantity

Over the last years, the staff of the MBA IHM has remained relatively stable in size and the involved lecturers. The student-staff ratio is 1:13.5. In addition to this, the programme management is deeply engaged in the day-to-day organisation and execution of the programme, such as guidance and tutoring (see Standard 8), recruitment and the admissions procedure (see Standard 5) and the organisation of Curricular Extra activities.

#### Quality

The staff of the MBA IHM has expertise in a diversity of business areas and dispose of an extensive network and work experience in the international hospitality industry. In line with HTH's policy, all teachers possess either a Basic Qualification in teaching (BKO) and/or a Basic Qualification in assessment (BKE). Lecturing staff should also have a minimum level of C1 in the English language skills. New employees are actively tested on this. Staff is actively encouraged to further develop itself, e.g., by pursuing a master's degree, a PhD or a Professional Doctorate (PD). Currently, one MBA IHM teacher has bachelor's degree, eight have a master's degree, and six have a PhD.

The teaching staff involves four professorships and research fellows linked to the HTH Research Centre. The last couple of years, the HTH Research Centre has been strengthened. It now includes 18 colleagues and is actively involved in research on the future of hospitality but also in education at the MBA IHM. Involvement of teachers in the HTH Research Centre is rotating in order to provide as many teachers as possible with the opportunity to conduct research and to continuously strengthen the connection between education and research.

Students are generally satisfied with the expertise of their teachers. They are especially positive about their knowledge on professional practice (National Student Survey 2023: 4.71). Students are also positive about the English language skills of their teachers (NSE: 4.79). The panel established that the teaching staff is professional, with sufficient expertise to teach the courses on offer. This also applies to the revised course Digital Technology and the new course High Tech/High Touch'. Both teaching staff and programme management are actively involved with the students and easy to contact. Students feel seen and understood.

The panel noticed that the student body is very international, but the staff is less so. The vast majority of them are Dutch. The panel discussed this with the management and the staff. It asserted that although the staff is not so international in their nationality, they are in their international professional experience and network. HTH is continuously working on intensifying

and broadening its international staff community and professional network through varied initiatives. For example, vacancies are opened world-wide. However, HTH has no specific targets for the international background of its staff, because the hospitality industry is already very international in itself.

#### Considerations

The panel concludes that the quantity and quality of the staff are sufficient for the provision of the programme's education. Teachers hold the required didactic qualifications. Teaching staff and management are easily accessible and involved with the students. Participation of teachers in the HTH Research Centre is rotating. The

panel finds this commendable method to engage as many staff as possible in research and to strengthen the relation between education and research. The panel advises the programme management to continue its endeavours to increase the number of lecturers that pursue a PhD/PD and to increase the involvement of international teachers in the programme.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Facilities and support

### Accommodation

*Standard 7: The accommodation and material facilities (infrastructure) are sufficient for the realisation of the curriculum.*

#### Findings

The MBA IHM is offered at the Amsterdam campus only. The panel visited this location and observed that the facilities are excellent. They include large and small classrooms; individual workspaces; connectivity rooms where students and staff can meet; flexible workspaces for staff; a service desk; and a Media Centre with study spaces for students and broad access to academic journals. The building has many open spaces where students and teachers meet. The campus in Amsterdam also has two student-run restaurants, which are open to internal and external guests, and a large restaurant where students and employees come together for lunch and dinner.

The students of the MBA IHM also have their own dedicated spaces. They regularly gather in their own 'exclusive' classroom to prepare for the next day or work on a project. They also have an MBA master suite on the 2nd floor of the campus. Students use it to study, but also to socialise and get together in the evenings. As has been noted in Standard 4, the digital learning environment and other digital facilities are up-to-date, adequate and continuously improved.

#### Considerations

The panel concludes that the (physical and digital) facilities of the programme are excellent. They include dedicated spaces for the MBA IHM

which support the specific needs of the highly international student body.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

### Tutoring

*Standard 8: The tutoring of and provision of information to students are conducive to study progress and tie in with the needs of students.*

#### Findings

Tutoring, guidance and the provision of information to students are highly personalised due to the small scale of the programme. The students and staff form a close community in which personal learning needs and student well-being are easily identified and discussed. Programme management is intensely involved in the counselling of students. On average three times a week, programme management is present in the classes of the students. There, students can directly share concerns or ask questions. Furthermore, individual consultations are organised to stay in close contact with each student.

Communication is also done via e-mail and WhatsApp, and [myhotelschool.nl](http://myhotelschool.nl). In [myhotelschool.nl](http://myhotelschool.nl) and in the Education and Exam Regulations, students can access all information about the programme, modules and schedules. Information on the support system, rules and procedures at HTH is provided through a Student Charter.

HTH has a team of specialised professionals that are involved in guidance on specific topics. This system comprises two student counsellors; a confidential advisor for undesirable behaviour, discrimination and sexual harassment; and a service desk for general questions on schedules and assessments. The student counsellors' team is of vital importance for confidential and comprehensive assistance to students on various matters such as legal issues, personal circumstances, cultural issues impeding study success, and mental well-being. The student counsellors also advise students with impairments about their rights, the facilities at HTH and the possibility of applying for adaptations in their study programme with the Exam Committee.

During the site visit, the panel established that students highly value the guidance and counselling provided by the MBA IHM and HTH.

#### Considerations

Students in the programme receive highly personalised tutoring, with direct involvement of the programme management. Staff is accessible and involved, and HTH also offers more specialised guidance on legal issues, personal circumstances, studying with an impairment and undesirable behaviour. Information about the programme, the support system, rules and regulations are accessible and clear.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Quality assurance

*Standard 9: The programme has an explicit and widely supported quality assurance system in place. It promotes the quality culture and has a focus on development*

### Findings

#### *Quality Management Policy*

HTH's Quality Management System (QMS) comprises the whole institution and its educational programmes. The design and operation of the system have been audited and certified by an external party (Certiked, Lloyd's Register Netherlands B.V.).

The QMS of HTH follows the PDCA-cycle and applies to all QM-levels of the organisation, namely: institution, programme (education & research), department, course and people. The Plan-phase starts from the HTH Institutional Plan. This plan feeds into policies and quality indicators with a horizon of approximately 3 years on a department and course team level. The Education & Exams Regulations (EER) are adapted on a yearly basis. Individual staff members also follow a yearly plan in their personal evaluation cycle.

In the Do- and Check-phase, HTH uses several instruments to monitor and evaluate quality indicators on all levels. These instruments are described in the 'HTH Heart Rate Monitor'. On an institutional level, these instruments include 'hear-me-out' and 'heart-to-heart' sessions with students and the Student Council, internal audits, a risk heat map and a corporate dashboard. On a programme level, these instruments involve benchmarks, study success reports,

midterm-audits, course surveys and course dashboards. In the Act-phase, those involved at the specific level draw up an improvement plan based on careful analysis of results. Progress is monitored closely in the follow-up PDCA-cycle.

The HTH 'Heart Rate Monitor' describes the QMS in a clear and concise manner. At the moment of the site visit, HTH was still working on an up-to-date Quality Handbook.

#### *Quality Management Operations*

The panel examined the operation of the QMS as a recurring theme throughout the visit. It examined documentation on evaluations and improvement plans, and discussed the system with students, teachers, committees and management. The panel found that there is a strong culture of continuous reflection and improvement within HTH and the programmes under evaluation. This system and culture start with the students, reflecting on their own development, and ends with institutional management. On the programme level, the system includes careful assessment of possible improvement points that result from course evaluations, study progress audits and stakeholder discussions. The panel established that the feedback loop is continuously closed, with an active involvement of staff, students, committees and management.

Because students are the most important stakeholders in education, they have a special role in the QMS. At HTH, students not only provide feedback in the NSE, programme and course evaluations, but also through a system of student representatives. These representatives are students in a certain block who act as a 'go-

between' for the core teams. They collect feedback on the course, course materials, lecturers and assessments during the block and communicate it with the core teams. Student representatives are also asked to help core teams organise focus group discussions when needed or desired.

Students are also involved in the Education Committee of HTH. This committee consists of eight members: four teachers and four students. It has earmarked a membership seat for a master student. As the master programme covers one year, a new master student is elected at the beginning of every new academic year. During the site visit, the panel learned that the Education Committee advises pro-actively and is taken seriously. Reports of the student representatives are also shared with the Education Committee. To ensure further inclusion of student voice, one of the student members in the

committee is also a part of the Institutional Student Council.

#### Considerations

HTH has a strong system and culture of quality management with an active involvement of staff, students and other stakeholders. Feedback loops are continuously closed on all levels. Appropriate committees are in place to organise the quality processes within HTH.

The panel recommends HTH to further develop the Quality Handbook to ensure that all processes, procedures, work instructions, forms and checklists of the quality management system can be found in one clear place.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Assessment

*Standard 10: The programme has an adequate student assessment system in place.*

### Findings

#### *Assessment philosophy*

The assessment policy of HTH is closely related to its student-centred educational vision, which focuses on significant learning in realistic and meaningful settings. It starts from a broad definition of assessment as an instrument used when making decisions about a student's knowledge, understanding and/or skills.

HTH's broad definition of assessment translates further into the idea that primary focus should be on learning and growth (assessment for and as learning), only then followed by assessment of learning. Other key principles for assessment at HTH are that learning accelerates in groups but requires individual assessment; that assessments should be authentic and reflect real life complex skills; and that assessment should include feed-up, feedback and feed-forward to enhance reflective learning.

#### *Assessment design*

Assessment rules and regulations of the MBA IHM are described in the Education and Exam Regulations (EER). The set-up, method and quality assurance of assessments are described in the MBA Assessment Plan.

In line with HTH's educational vision, the MBA IHM uses a combination of formative evaluations and summative assessments. Furthermore, the programme emphasises individual assessment. Depending on the learning goals, assessment types vary. They include practical

assignments, written assignments, tests, case studies, group projects, pitches and presentations. Modes of assessment and assessment criteria are communicated to students in the study guide and in course descriptions of the programme.

Quality of assessment in the MBA IHM is safeguarded in different ways. First, all assessors at HTH have a University Basic Qualification in Assessment (BKE). New teachers need to obtain it within one year of commencement of employment. Second, the MBA IHM develops, executes and evaluates assessments according to the 'four eyes principle' with two assessors working on each assessment. The programme intends to further improve this review process further by introducing the 'strange' (independent external) eyes principle.

#### *Final project*

The final project of the programme is the 'Final Consultancy Project' for an external client. In it, students demonstrate their ability to take the lead in strategy, concept innovation and/or change. Compared to the previous accreditation, the rhythm and pace of the Final Consultancy Project have been adjusted to give students more time to find an external client and work on a solid project plan. The programme also added clear deliverables and milestones; students already started their search for a project in block two during the 'Business Research and Consultancy Project Intake' module. In this module, students also write their Final Consultancy Project Plan which is assessed during a go-no-go moment.



Upon approval of the Final Consultancy Project Plan, students execute the project and write a consultancy report to advise their client company. Report, presentation and defence of the advice are assessed by a committee containing the coach, the external client, the programme director and an independent assessor. Assessment criteria of the final product include the quality of the research cycle, the report, self-reflection and the presentation given by the student. Since the previous accreditation, more weight is given to the research component in the final assessment. The programme also implemented other improvements in the assessment form of the Final Consultancy Project. It clarified the pre-conditions, grade calculations and criteria. Moreover, the process of correct use and storage of the grading rubric was improved.

The panel studied a sample of Final Consultancy Project reports, including the associated assessment forms. The panel considers the quality of the theses to be high (see Standard 11), but also found that the assessment rubric could do with further improvements. The current rubric only has three grade ranges for a positive result. Combined with the rubric descriptions, this leads to marks that are slightly too high by comparison. The panel advises the MBA IHM, to follow the good example of the rubric used for the LYCar projects in HTH's bachelor's programme. More grade ranges will lead to a more nuanced and appropriate grade calculation.

#### *Quality assurance of assessment*

HTH has one Examination Committee (EC) for all of its programmes. The EC consists of four HTH staff members and one external member. It performs several tasks including the handling of student requests and complaints, the appointment of examiners, dealing with irregularities and plagiarism, securing the final graduation

level and the quality of assessment, and quality assurance of assessment policy. Part of the EC is the Assessment Committee (AC). This committee monitors the quality of the assessments by pre-screening and post-screening assessments according to a set screening schedule. It also screens the final graduation level on a regular basis. In 2023, the screening included external assessors from the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE).

Planned activities of the EC and AC are recorded in an annual plan. The AC provides an annual report as well as the Examination Committee. The results of screening are also communicated earlier to management in separate reports. Recently, the AC made an analysis of assessments and how HTH can make sure that the assessments remain valid after the introduction and wide-spread use of Artificial Intelligence by students.

#### *Considerations*

The panel concludes that the programme has an adequate system of student assessment in place. The assessment philosophy of the programme is consistent with HTH's student-centred and real-life educational vision. Assessments in the programme are varied, transparent to students and in line with the Professional Competencies. The MBA IHM has sufficient procedures in place that guarantee the quality of assessment, such as the four-eye principle. Teachers are sufficiently trained in developing and performing assessments.

The procedure and assessment of the Final Consultancy Project have been improved since the last accreditation. The panel supports the changes made. They show that the programme is continuously improving itself. The panel recommends making one more change in the

assessment of the Final Consultancy Project. Adding more grade ranges in the assessment rubric will lead to a more nuanced and appropriate grade calculation, and will make it less excellence-supportive.

The EC performs thoroughly and pro-actively its tasks to control the quality of the assessments,

the assessment procedures and achieved learning outcomes.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard**.

## Achieved learning outcomes

*Standard 11: The programme demonstrates that the intended learning outcomes are achieved*  
**Findings**

### *Quality of the final projects*

The panel assessed a sample of 15 Final Consultancy Projects and established that they meet the intended learning outcomes of the programme. The quality of the theses is generally high, and the projects demonstrate that students master the principles and methods of qualitative research. All theses show a strong link with the hospitality business industry, while covering a wide range of business administration topics.

Although the quality of the theses is very good, the theses were generally graded higher than the panel members would have graded them. To prevent grade inflation, the panel therefore recommends making adjustments to the assessment rubric of the Final Consultancy Project (see Standard 10)

### *Performance of graduates.*

The programme actively keeps track of where graduates end up after graduation. Data shows

that all MBA IHM graduates are currently employed. Graduates largely go into managerial roles: 30.8% are employed in the hospitality business industry, and 18% in the software and IT sector. The remaining industries comprise of industries such as retail, consultancy, retail, marketing & communications, and finance. The panel asserted that alumni and the receiving fields are generally satisfied with the quality of the programme and its graduates.

### *Considerations*

The graduation works display MBA level and the programme intended learning outcomes. Employment figures show that graduates are

successful in the hospitality industry, the software and IT sector and other industries.

Taking these considerations into account, the assessment panel establishes that the programme **meets this standard.**

## Attachment 1: assessment panel

**dr. M.S. Leloux, chair**

NVAO-trained panel chair, until 2022 director knowledge transfer and guest lecturer Master Knowledge Transfer and Entrepreneurship at University of Amsterdam (UvA) and Amsterdam University of Applied Sciences (HvA)

**dr. E. Canaleta Safont, panel member**

Academic director of the Sant Pol School of Hospitality and Culinary Management (EUHT St Pol), Spain

**dr. R. Burbach, panel member**

Head of Hospitality Management of Technological University Dublin, Ireland

**J. de Graaf, BA, panel member**

Head of Hospitality of Aedes Places Amsterdam

**S. Huften, Student member**

Student B Hotelmanagement at Zuyd University of Applied Sciences

The panel was supported by Adrienne Wieldraaijer-Huijzer, as a NVAO certified secretary.

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

## Attachment 2: site visit schedule

6 May 2024

Exploration (campus Amsterdam)

10:00 – 10:30	Arrival of the panel Welcome and a short guided tour of the campus
10:30 – 13:00	Internal panel meeting including lunch
13:00 – 13:45	Management MBA Institutional Strategy and Programme Profile; Quality Assurance System; Staff Expertise; Academic Climate; Learning Lines/Paths
	Dean, member Board of Directors MBA Programme Manager MBA Coordinator Manager Education & Research Support
13:45 – 14:45	Teaching staff MBA Curriculum and Assessment; Staff Expertise and Alignment; Academic Climate; Connection to Research
	Lecturer Opening/Closing Conference; Thesis Supervisor; Member HTH Industry Advisory Board
	Lecturer Organisational Behaviour; Leading Hospitality Change
	Lecturer Business Strategy; Thesis Supervisor Lecturer Hospitality Leadership Journey Lecturer Business Research & Consultancy; Research fellow, HTH Research Centre
	Lecturer High Tech High Touch; Thesis Supervisor; Member HTH Ethical Committee Lecturer Financial Decisions

BREAK

15:00 – 15:30 Show Case MBA

15:40 – 16:20 Students MBA  
 Student Journey; Assessment; Curriculum Extra; Teaching Staff

- Student 2023
- Student 2023
- Student 2023
- Student 2023
- Student 2023

16:20 – 17:00 Alumni and Professional field MBA  
 Connection between Programme and Professional Field; Achieved Learning Outcomes; Employability; Alumni Involvement/Network

- |                     |           |
|---------------------|-----------|
| Graduate 2021       |           |
| Graduate 2022       |           |
| Graduate 2023       |           |
| Graduate 2023       |           |
| Managing Consultant | Altuition |
| Senior Manager      | Rituals   |
| General Manager     | CitizenM  |

17:30 – 17:45 Feedback of preliminary findings  
 Focus points for the next assessment day

18:30 Dinner at Le Début Hotelschool The Hague, campus Amsterdam

7 May 2024

In-depth Assessment (campus The Hague)

*Transfer: leaving Amsterdam at 07:00 and breakfast on campus The Hague*

08:00 – 09:00                      Arrival at campus The Hague  
    Breakfast at Zinq  
    Short guided tour of the campus

09:00 – 09:30                      Internal panel meeting

09:30 – 10:15                      Management Bachelor  
    Institutional Strategy and Programme Profile; Quality Assurance System; Staff Expertise;  
    Academic Climate; Curriculum Innovation

Dean; member Board of Directors

Bachelor Programme, Manager Year 4

Bachelor Programme, Manager Student Development & Success

Manager Education & Research Support

Manager Real Life Learning

BREAK

10:30 – 11:15                      Internal Committees BA/MBA  
    Curriculum Innovation Bachelor; Assessment system; Staff Expertise; Graduation; Quality Assurance; Practical Education/Placement; Exchange/Premaster

Chair Exam Committee;

Lecturer Finance, Assessor

Year 1 Team

Chair Assessment Committee;

Lecturer Marketing & Innovation; LYCar Core Team

Year 4 Team

Chair Education Committee;

Lecturer Operations & Strategy

Year 2/3 Team

Chair (external) Curriculum Committee

Member Curriculum Committee

Instructor Rooms Division

BREAK



11:30 – 12:30 Lecturers/Instructors Bachelor  
 Intended Learning Outcomes; Curriculum Innovation Bachelor; Practical Education/Placement; Connection to Research; LYCar Graduation Tracks

Coordinator Premaster; Research & Business Innovation Lecturer; LYCar Assessor	Year 4 Team
Lecturer Research; LYCar Assessor	Year 4 Team
Lecturer Marketing; LYCar Coach; Practical Placement Tutor; Member Exam Committee	Student Development & Success Team
Coordinator LYCar; member Curriculum Committee; Minor Future of Guest Experience	Year 4 Team
Executive Chef/Lecturer Practical Education; Minor Future of Food	
Professor of City Hospitality and City Marketing; Minor Future of Guest Experience	HTH Research Centre
Lecturer Marketing; Minor Coordinator; Minor Future of Food	Year 4 Team

12:30 – 13:30 Lunch  
 Document review

13:30 – 14:45 Show Case Bachelor (Courses & Extracurricular)

14:45 – 15:30 Students Bachelor  
 Student Journey; Assessment; HTH Communities of Practice and Extracurricular Activities; Practical Education/Placement; Teaching Staff

Year	Campus	
1	Amsterdam	
1	The Hague	
2	The Hague	
2	The Hague	Extra Mile Office; Co-Determination Council
3	The Hague	Student Council
4	The Hague	BA International Fast Track
4	The Hague	Premaster Graduation Track

BREAK

15:40 – 16:20 Alumni and Professional field BA  
 Connection between Programme and Professional Field; Achieved Learning Outcomes; Employability; Alumni Involvement/Network

Graduate 2023	Sales Coordinator	De L'Europe Amsterdam Hotel
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Graduate 2019	Event & Project Manager	YesDelft
Graduate 2016	Senior Consultant Financial Services	Sia Partners
General Manager	Sofitel Legend The Grand Hotel Amsterdam; Member HTH Industry Advisory Board	
Founder & Director	Tribe NL	

16:20 – 17:20	Additional Research Formulating Conclusions
18:00	Tapas / Drinks
19:00	End of the Site Visit Programme

Initiated by the programme, a development dialogue will be planned in the course of 2024. The results of this development dialogue have no influence on the assessment presented in this report.

## Attachment 3: follow-up on former assessment

### Standard 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.

#### *Follow-up:*

*The MBA IHM intensively discussed the advice of the previous assessment panel and finally decided to keep the original name. For more information see Standard 1 of this report.*

### Standard 6 and Standard 10

Noting the unevenness [in LYCar and] master thesis assessments, the panel believes that more attention is needed for alignment of assessment.

#### Standard 10

The rubrics on 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

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.

#### *Follow-up:*

*The recommendations of the 2018 panel to add comments to the final consultancy project grading rubric to better clarify and justify the final grade was implemented and is now part of the grading rubric. In addition, more weight is now given to the research component in the final assessment. The programme also clarified the pre-conditions, grade calculations and criteria. The process of correct use and storage of the grading rubric was also improved. Finally, the rubric was benchmarked with those of other MBA programmes for further fine-tuning in relation to other MBA programmes.*

## Attachment 4: documents

Self-evaluation report Master International Hospitality Management (interactive website)

General facts MBA International Hospitality Management

Welcome Video for new students

MBA Video made by students

**HTH wide Policies and Regulations**

- I. HTH Vision 2030 & Beyond
- II. HTH Institutional Plan 2024-2027

**Standard 1/A: Intended Learning Outcomes**

1. Substantiation of the name of the MBA IHM
2. Overview of Members Industry Advisory Board
3. Minutes Industry Advisory Board
4. Mapping of the MBA Professional Competencies on Dublin descriptors and AUCOM-I

**Standard 2: Curriculum; Orientation 1. HTH Research Strategy 2021- 2025**

1. HTH Research Centre Yearly 2023 Report
2. Substantiation on improving process of Consultancy Project at MBA HTH
3. Explanation on the way of doing research in the MBA
4. Overview of 'Curriculum Extra' activities
5. Explanation 'Curriculum Extra' activities
6. Results alumni survey 2023

**Standard 3/B: Curriculum; Contents**

1. Body of Knowledge and Skills
2. Memo: Integrating more insights and fundamental knowledge on the topic of digital technology from a business perspective
3. MBA Programme Overview
4. MBA Study Guide 23-24

**Standard 4/C: Curriculum; Learning Environment**

1. Memo: Lessons learned during Corona Pandemic

**Standard 5/ D: Intake HTH**

1. Selection and Application Regulation

**Standard 6/E Staff 1. BA HM Staff Overview**

1. Average student:staff ratios in Higher Education
2. MBA Staff Overview incl. employer data

**Standard 7/F: Facilities**

1. Sustainability Report 2022

**Standard 8: Tutoring**

1. Student Charter

**Standard 9: Quality Assurance System**

1. Heart Rate Monitor Quality Management System overview
  - Heart-to-Heart Meeting minutes
  - HTH Hear-Me-Out Meeting minutes (Ams, TH)
2. Course evaluations

**Standard 10: Assessment System**

1. Education and Exam Regulations 23/24
  - Appendices: Course Tables
2. Assessment Plan MBA
3. Grading rubric Consultancy Project Assessment
4. Overview of improvements in the Consultancy Project Process and Assessment Rubric
5. Assessment samples of courses

**Standard 11/G: Achieved Learning Outcomes**

1. Employability overview MBA
2. MBA Alumni survey results 2023
4. Selection of 15 MBA Theses

**Overview of Recommendations and Action taken Site visit 2018****Additional requested and provided information during the site visit**

1. MBA detailed course pass rates
2. MBA Class Schedule
3. MBA Intake Background Information
4. THE-ICE Executive report 2022
5. Working document Quality Handbook 2023
6. Annual Plan Exam Committee 2024
7. Guidelines from the Exam Committee 2023
8. Evaluation of end level final graduation project Bachelor and Master of Business Administration

## Attachment 5: overview

The judgements per standard are presented in the table below.

Standard	Judgement
1. Intended learning outcomes	<i>Meets the standard</i>
2. Orientation of the curriculum	<i>Meets the standard</i>
3. Contents of the curriculum	<i>Meets the standard</i>
4. Structure of the curriculum	<i>Meets the standard</i>
5. Qualifications of incoming students	<i>Meets the standard</i>
6. Staff: qualified and size	<i>Meets the standard</i>
7. Accommodation and infrastructure	<i>Meets the standard</i>
8. Tutoring and student information	<i>Meets the standard</i>
9. Evaluation of the programme	<i>Meets the standard</i>
10 Assessment system	<i>Meets the standard</i>
11 Achieved learning outcomes	<i>Meets the standard</i>
<b>Overall</b>	<b>Positive</b>