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## Bachelor Hospitality Management Hotelschool The Hague

Report of the extensive programme assessment  
and the assessment of the distinctive feature  
Small-scale and intensive education

6 and 7 May 2024

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

## Colophon

### Programme

Bachelor 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 Bachelor programme Hospitality Management. This programme is offered both in Amsterdam and the Hague. The panel visited both locations. It assessed the programme on the standards of the NVAO Framework for extensive programme assessments and on the criteria of the NVAO Framework for the distinctive feature small-scale and intensive education.

The panel judges that the programme meets the standards of the extensive programme assessment; the overall quality of the programme **meets the standard**. The programme also meets the criteria of the distinctive feature small-scale and intensive education; the panel's advice on the further extension of this feature to the bachelor programme Hospitality Management is **positive**.

### Extensive programme assessment

#### Intended learning outcomes

The bachelor Hospitality Management (BA.HM) is an English taught programme with an international student and staff community. It educates students to become the future research-informed problem solvers and innovators of the hospitality industry. HTH interprets hospitality in the broadest sense of the word. Students develop knowledge, attitudes and skills they can use in any industry focused on taking care of people as a service or experience. They are explicitly stimulated to develop themselves in three quotients: IQ, EQ and AQ.

The intended learning outcomes of the BA.HM (HTH PEP+) are aligned with international frameworks for hospitality education. In addition, the intended learning outcomes in the HTH PEP+ are connected with IQ, EQ and AQ and aimed at achieving an above-average level in three ways. First, HTH has raised the end level of the intended learning outcomes that relate to research skills, identifying and analysing trends and strategic decision making. Second, students already meet the required intended learning outcomes at the end of year 3. In year 4 students broaden and deepen their knowledge, have increased autonomy and work on more complex assignments in more uncertain contexts of real-life cases. Third, the BA.HM created additional intended learning outcomes on control, ownership, reach and endurance to support the development of AQ and a growth

mindset. It also developed HTH-specific programme learning outcomes on Relationship Management, Guest centric, Entrepreneurial behaviour and Project Management.

The panel studied BA.HM's profile and aims and concludes they are ambitious and in line with developments in the field and the future of hospitality. The use of the English language makes sense because the field of hospitality management is inherently international. An intercultural classroom is an important aspect of adequately preparing students for the labor market in hospitality. The panel finds that the BA.HM has developed an ambitious and clear set of intended learning outcomes that (more than) ties in with the level and orientation of a bachelor's programme in hospitality management and aligns with the expectations of the professional field.

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

#### Curriculum

The curriculum of the BA.HM consists of a broad range of modules in the many disciplines and areas related to hospitality. Students develop a strong foundation in fundamental business knowledge and basic hospitality theory and skills, which is then deepened and applied in the second and third year. 105 EC of the programme are dedicated to learning goals in a practical education context. This includes a Real-Life learning line that

runs through the whole programme. The final year is geared towards deepening and broadening of knowledge and skills in real-life settings. Everything learned comes together in the final Launch Your Career Project (LYCar).

The panel established that the curriculum covers all the intended learning outcomes and has a clear structure with four learning lines and a gradual increase of complexity and autonomy. The curriculum is up-to-date with a solid research learning line and new relevant topics, such as sustainability, data management, digital literacy and immersive technology. The panel is especially impressed with the strong connection between research and real-life practical education. The BA.HM programme contains many different learning activities that allow students to develop their professional skills in real-life settings. The professional development of students is backed-up by a strong emphasis on continuous reflection on IQ, EQ and AQ, and the many extra-curriculars offered at HTH. The list of these extra-curriculars, organised by the student-driven Extra Mile Office, is extensive and shows a clear connection to the intended learning outcomes of the curriculum. Participation in both curricular and extra-curricular activities is high.

The teaching concept of the programme is centered around a challenging and intensive learning environment, fostering a strong learning community and self-directed learning in real-life settings. This is reflected in small group sizes, an international classroom, and a variety of interactive teaching methods with participants from inside and outside the school.

Student intake is limited. Each year, the BA.HM admits approximately 500 students: 200 in February and 300 in September. The panel found that the admission requirements are in line with the intended learning outcomes and curriculum. The admission process is clearly communicated, rigorous, personal, and geared towards the admittance of

the most suitable and motivated students for the programme. The selection process includes an explicit assessment of motivation and suitability for the residential, small-scale and intensive learning environment of the programme.

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

### Staff

The student-staff ratio is 1:18 per 1.0 FTE. The panel concludes that the quantity of the staff is sufficient for the provision of the programme's small-scale and intensive education.

This also applies to the quality. According to the panel, the staff of the BA.HM is professional with the right level of expertise, recent international experience and/or a strong network in the international hospitality industry. The last couple of years, the HTH Research Centre has been strengthened and better embedded in the programme. It is actively involved in education of the BA.HM. Involvement of teachers in the HTH Research Centre is rotating, which is commendable.

All teachers of the BA.HM are required to possess a didactic qualification. Personnel policy also covers careful selection and onboarding of new staff; monitoring of English language skills; and international recruitment. The panel advises the programme management to continue its endeavours to increase the number of staff that pursue a master's degree or PhD/PD.

The panel established that the staff includes a strong system for coaching of students. The entire teaching team is actively involved in the individual guidance of students within the curriculum but also on a personal level. Personal guidance is also provided by two student counsellors, two student progress counsellors, a tutor for every student group, and a placement tutor and coach during LYCar (the graduation course).

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

### Facilities and support

The BA.HM is offered at the campuses in The Hague and Amsterdam. The panel visited both locations and observed that campuses are different, but facilities are similar in quality and quantity. They include learning outlets, restaurants, residential units and dedicated spaces for extra-curricular activities. A food truck (named STReATS – students run eats) is also a real-life education outlet. Facilities for practical education are up-to-date and appropriate in their design and equipment. HTH is committed to a more sustainable learning environment. In this respect it has already achieved many good practices. The panel concludes that the facilities on both campuses are exceptional and offer students a unique learning experience. They are in line with and sufficient for the small-scale, intensive, residential and real-life learning experience at HTH.

The programme has an extensive, multi-layered system in place for tutoring and guidance. Each student group is assigned a dedicated tutor for four years. Tutors and students are supported and guided by the Tutor Office, comprising a group of three lecturers, to ensure that all students are heard and cared for in a similar way. The BA.HM also has a specialised tutoring and personal development learning line that runs from year one to year four and a team of specialised professionals that are involved in guidance on different topics. This team provides for individual guidance on study progress, choices in the programme and personal development. It 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 is 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. 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.

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

### Assessment

The panel found that the programme has an adequate assessment system in place. The set-up of assessment in the BA HM is clearly described in an assessment plan, a curriculum matrix, the study guide and course descriptions of the programme. Assessment types are varied and in majority individual, which is consistent with HTH's student-centred and real-life educational vision.

The BA HM has sufficient procedures in place to guarantee the quality of assessment. All teachers have a University Basic Qualification in Assessment (BKE), seven staff members also hold a University Senior Qualification in Examination (SKE). Other

measures to take care of and maintain assessment quality are the implementation of the assessment cycle; the four-eye principle during test construction; and benchmarking sessions between assessors. The assessment procedure of the LYCar Project is thorough, with two assessors. In the view of the panel, the LYCar-assessment rubric is very well-designed with a nuanced range of assessment categories.

HTH has one Examination Committee (EC) for all 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 22 LYCar graduation works and established that students meet the ambitious intended learning outcomes of the programme. The LYCar graduation works display the above-average level and broadening on IQ, EQ and AQ as set out in the intended learning outcomes of the programme.

Compared to other Dutch Hospitality Management bachelors, the BA.HM ranks second in study success after five years (cohort 2018: 72,8%). The panel concludes that second place is in line with the above-average level that the programme strives for with the distinctive feature. Over the past years, the programme staff has been working hard to further improve success rates. The panel established that this has been successful; study success rates of the BA.HM have gradually and consistently increased in the last three years. The panel recommends continuing close monitoring of success rates and implementation of interventions to maintain the upward trend.

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 committee provides the following recommendations:

- Explore whether it is possible to move the exchange from the fourth to the third year.
- 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.
- Continue close monitoring of success rates and implementation of interventions to maintain the upward trend.

### Distinctive feature small-scale and intensive education

The bachelor Hospitality Management aims to train students to become the future research-informed problem solvers and innovators of the hospitality industry in an intensive, small-scale learning community. The panel found that the BA HM has developed an ambitious set of intended learning outcomes, exceeding the average level in research skills, strategic decision-making, multidisciplinary perspectives and AQ. The programme is also ambitious in its aim that students already meet the intended learning outcomes at the end of year three, providing them with opportunities in year four for broadening and deepening of knowledge, more autonomy and complexity. The panel established that the BA. HM's profile and (above-average) learning outcomes are well-developed. Choices are in line with developments in the field and the future of hospitality and consistent with the requirements of the distinctive feature small-scale and intensive education.

According to the panel, the ambitions of the programme have been ingeniously translated into a

truly challenging, small-scale and intensive curriculum that allows for broadening and deepening of knowledge and skills, while providing students with a strong community for learning and social activities. The learning environment includes an impressive list of (student-driven and HTH-supported) extra-curricular activities; strong participation in curricular and extra-curricular activities; a thorough and personal selection process; a well-equipped and professional staff; exceptional facilities on both campuses and a strong system for individual and personal coaching.

The LYCar graduation works show that the above-average level and broadening on IQ, EQ and AQ as set out intended learning outcomes of the programme are met. Employment figures show that graduates are highly successful in the hospitality industry and in businesses where hospitality makes a difference. The success rates of the BA HM are higher than those of programmes that do not hold the distinctive feature small-scale and intensive education, and on a par with other programmes that do hold the feature.

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

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 and for the distinctive feature small-scale and intensive education.

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

#### *International character*

The bachelor Hospitality Management (BA.HM) of Hotelschool The Hague (HTH) consists of 240 EC. It has an English and a Dutch name (Bachelor in Hotel Management). The programme uses the English name and is fully English taught. This choice was made because the field of hospitality management is inherently international. Already since the 1990s, it has been HTH's ambition is to educate hospitality leaders who can operate in international and intercultural environments. From that moment onwards, the number of non-Dutch students and staff has increased substantially. HTH has a worldwide network in the global hospitality industry. Despite the impact of the Covid-19 pandemic, the student and staff population and partnerships of HTH continue to be highly international. HTH intends to further consolidate and strengthen this in the future.

#### *Profile*

HTH interprets hospitality in the broadest sense of the word. It aims for students to develop knowledge, attitudes and skills they can use in any industry focused on taking care of people as a service or experience. According to the programme, this broad definition of hospitality well-connects to the National Professional and Educational Profile of Dutch Hotel Management

Schools 2017-2022 (PEP 17-22) and the new National PEP 2024-2028 (PEP 24-28). Both PEPs emphasise the increasing importance of hospitality as transferable to contexts beyond the hotel. The PEP 24-28 also highlights the many challenges faced by the hospitality industries, such as the Covid-19 pandemic and the rapidly changing labor market. These developments have been translated by HTH into a new 'Vision 2030 and beyond' with a more prominent orientation on the education of students to become research-informed problem solvers and innovators of the hospitality industry. Through a strong integration of theory, practice and research in a real-life learning environment, BA HM students are explicitly stimulated to develop themselves in three quotients: in-depth knowledge and understanding on hospitality, critical thinking and research skills (IQ); strong personal and intercultural skills (EQ); and resilience and agility in response to change (AQ). The intended learning outcomes of the BA.HM, as described in the HTH PEP+, are explicitly connected with these quotients.

#### *Intended learning outcomes*

The intended learning outcomes of the programme (the HTH PEP+) have been based on the National Hospitality Management Programme Learning Outcomes in the PEP 17-22. This PEP 17-22 complies with the Dublin Descriptors bachelor level and EQF/NLQF level 6. The panel studied the HTH PEP+ and found that the intended learning outcomes tie in with the level that is generally expected from graduates in the field of hospitality management. To ensure that the intended learning outcomes of the

BA.HM are of the right level, they have been matched with the Dublin Descriptors, EQF/NLQF and the AUCOM-I model.

The HTH PEP+ is aimed at achieving an above-average level in three ways, as compared to other programmes in the field. First, HTH has raised the end level of the National PLOs A1 (soft skills), 6, 10 and 11 (hard skills) from AUCOM-level two to three. These PLOs relate to research skills, identifying and analysing trends and strategic decision making. Second, students already meet the required PLOs at the end of year 3. In year 4 students broaden and deepen their knowledge, have increased autonomy and work on more complex assignments in more uncertain contexts of real-life cases. Third, the BA.HM created additional PLOs to support the development of AQ (Adversity Quotient) and a growth mindset. These PLOs include control, ownership, reach and endurance. The programme also developed HTH-specific programme learning outcomes on Relationship Management, Guest centric, Entrepreneurial behaviour and Project Management.

As said, the Dutch Sectoral Advisory Committee has very recently accepted the new National PEP 24-28. The panel established that the programme management of BA.HM is well-aware of the most important changes in this new PEP. In it, hospitality has been added as a PLO at level 3. In addition, more importance is given to creating resilient graduates. Both aspects are already part of the HTH vision and the HTH PEP+. For example, the HTH PEP+ includes four specific skills linked to hospitality: guest centricity, entrepreneurial behavior, guest interaction and project management. The HTH PEP+ also already includes specific learning outcomes on resilience and AQ. In the upcoming years, the

BA.HM will further align its curriculum with the newly accepted PEP 24-28.

Validation of the intended learning outcomes by the international professional field is guaranteed in two ways. First, the HTH PEP+ is based on the PEP 17-22, which was developed in close collaboration with stakeholders from the international field. Second, HTH has its own system for validation and continuous improvement of the programme. This system includes an HTH Industry Advisory Board (IAB). The panel established that the IAB consists of international authoritative experts and provides biannual advice regarding trends, needs and challenges in the hospitality industry. HTH is also a founding partner of Hotel Schools of Distinction in 2014, a global alliance of hotel schools in partnership with hospitality industry leaders.

#### Considerations

The vision and profile of the BA.HM are in line with (inter)national developments in the field of hospitality management. Its broad interpretation of hospitality and its objective to educate future problem solvers and innovators of the industry are ambitious and in line with developments in the field and the future of hospitality. The panel supports the use of the English name and language, because the field of hospitality management is inherently international, and an intercultural classroom is an important aspect of adequately preparing students for the labor market in hospitality.

The BA.HM has developed an ambitious set of intended learning outcomes that (more than) ties in with the level and orientation of a bachelor's programme in hospitality management. The HTH PEP+ is comprehensive, the learning outcomes are clearly defined, and the accent on IQ, EQ and AQ is relevant and commendable.

Consistent with the vision and ambitions of the programme, the average level is exceeded in learning outcomes related to research skills, strategic decision-making, multidisciplinary perspectives and AQ. The choice by the programme to level-up and emphasise these specific learning outcomes makes sense.

The panel concludes that the HTH PEP+ aligns with the expectations of the professional field.

The BA.HM is committed to, and successful in, actively involving the international professional field in continuous validation and improvement of the intended learning outcomes.

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

The BA.HM has an interdisciplinary curriculum that combines theoretical knowledge and research-skills with practical real-life experience and application. Each block, students follow a different combination of courses, focusing on real life skills, theory and application, integration, and student's personal and professional development. This orientation of the curriculum is further strengthened through the integration of a vast range of extra-curricular activities that are organised by the students and actively supported by teaching staff and the professional field.

Over the past three academic years, the curriculum has been innovated. This renewal included further strengthening of the link between research and practical education and the development of an explicit learning line for Design Oriented Research (as had been advised by the previous assessment panel in 2018).

#### *Professional skills*

The BA.HM programme contains many different learning activities that allow students to develop their professional skills in real-life settings. Complexity and autonomy gradually increase in four phases. In the first year, students develop basic hospitality theory and skills in real-life outlets, such as the Skotel, restaurants and cafés.

Students work in rotating shifts in F&B (restaurants and food truck STReATs) and Rooms (Housing, Skotel) outlets. In year two, students go on their first corporate internship of six months. Many students do this internship abroad, since it is a requirement to do the internship in a country other than the students' home country. In year three students learn how apply their skills in an integrated way and to improve and manage a business during the courses 'Managing an Outlet' (MO) and 'Business Transformation'. Finally, year four is geared towards deepening and broadening knowledge and skills and personalisation. Students also enrol in one of five different minor programmes and subsequently choose their individual Launching Your Career (LYCar) trajectory, in which they perform applied research and follow a management placement. Finally, students also have the option to participate in an exchange or the pre-master track.

Professional development is further enhanced through special courses on leadership skills and personal development. Next to this, all courses include active reflection of students on their activities and personal growth. The students and alumni interviewed by the panel, value these components. In the National Student Survey 2023, students give high scores on the extent to which the programme prepares them for professional practice (The Hague: 4.12, Amsterdam: 4.23).

### *Research skills*

The panel studied the newly developed learning line 'Design Oriented Research' (Design Based Research, DBR). Students follow three research-dedicated courses on Data Analysis and Research Fundamentals in year one; Extended Data Analysis in year two and the 'Hospitality Research Lab' in year three. Subsequently, research is applied in integrated courses in year three, the minor and the graduation project LYCar (Launching Your Career).

The HTH Research Centre has been actively involved in the development of the new DBR-learning line. In the previous years, the HTH Research Centre has been strengthened. It is now more closely embedded in HTH education. The Research Centre currently has 18 colleagues that contribute to research on the future of hospitality from different perspectives, such as City Hospitality and the impact of technological innovation on hospitality. Researchers of the centre also teach in the programme, for example in the minors and LYCar. The HTH Research Centre provides solicited and unsolicited advice to the curriculum committee of the BA.HM.

### *Considerations*

Both professional development and research skills are firmly anchored in the curriculum. The programme has followed up on the recommendations of the last accreditation panel in a successful way. The new research learning line is solidly put together with a gradual build-up in complexity and integration in broader hospitality-based courses. The adoption of the DBR cycle of 'problem-analysis-solution-intervention-evaluation' is suitable for the applied learning nature of the programme. The panel is especially impressed with the strong connection between research and real-life practical education. The professional development of students is

backed-up by a strong emphasis on continuous reflection and the many extra-curriculars offered at HTH.

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*

#### *Curriculum innovation*

Over the past three academic years, the curriculum of the BA.HTH has been innovated. As mentioned under Standard 2, the innovation included further strengthening of the link between research and practical education and the development of a research learning line. In addition, the innovation involved updating the programme with new relevant topics, such as sustainability, data management, digital literacy and immersive technology.

The panel established that the curriculum innovation has been implemented carefully and consistent with the educational principle of backward design. The consequences for students' study progress, the contents and constructive alignment of their programme are limited because students can continue the programme as they have started it. A transitional arrangement applies to students with significant study delays, but this number of cases is limited.

#### *Contents of the curriculum*

The revised curriculum has four learning lines: 'Personal Development', 'Real Life Learning', 'Theory and Application' and 'Design Oriented

Research'. It consists of a broad range of modules in the many disciplines and areas related to hospitality. The courses are oriented towards the industry and reflect the school's strategic themes, including the focus on social relevance. The panel established that the curriculum covers all the intended learning outcomes, which is also safeguarded with a regularly updated matrix linking the intended learning outcomes to curriculum elements.

The HTH BA has developed a special International Fast Track programme of 2.5 years for students who hold a previous qualification in hospitality-related studies and have completed an internship at a 3, 4, or 5-star hotel or in a Michelin-starred restaurant. The selection procedure for this programme is adequate and includes a four-week Summer Preparation Course.

In the last year of the programme, the curriculum has different pathway options and strong focus on the personal development goals of the students. In this phase, students enrol in one of five different minor programmes and subsequently choose their individual Launching Your Career (LYCar) trajectory, in which they perform applied research and follow a management placement. Students also have the option to participate in an exchange or in the Premaster programme (75 EC) offered at HTH. The Premaster allows HTH graduates to be directly eligible for MSc programmes in Business Management at HTH partner universities such as the University of Amsterdam (Amsterdam Business School), Erasmus University (Rotterdam School of Management) and Nyenrode University. The panel observed that the Premaster is increasingly popular, with 70 enrolments in 2023. However, the panel also noted that the option of an exchange and the Premaster are mutually

exclusive. The panel can imagine that there are students who will want to do both.

#### *Extra-curricular activities*

In line with its residential, small-scale and intensive focus, the programme has many extra-curricular activities, organised by the HTH Extra Mile Office. Examples of these are: the Investment Club, Gastronomy Club and the Sustainability Committee. In addition, the BA HM has recently set up a Sustainability Development Goals (SDG) Office, dedicated to the growth of an HTH community focused on discovering and developing sustainable practices, actions, and initiatives. The SDG Office initiates, supports and executes extra-curricular activities in collaboration with the Extra Mile Office. An example of an initiative that has been developed is the Bee-keeping Club, which recognises and creates awareness of a sustainable society and the importance of bees for the hospitality industry.

The panel noted that the number of extra-curricular activities is extensive. The activities in the Extra Mile office are student-driven, supported by staff members, open to the whole HTH community and clearly connected to the intended learning outcomes of the curriculum. They also interconnect formal and informal learning and allow for broadening and deepening of knowledge and skills, while providing students with a strong community for learning and social activities. Both curricular and extra-curricular activities encourage strong participation by students. Extra-curriculars are not limited to what is already on offer; students are actively encouraged to develop new ideas and initiatives.

#### *Considerations*

During the curriculum renewal, the programme has added new topics that relate to social developments and changes in the field, making the

curriculum innovative, up-to-date, and already for a large part in line with the new PEP. The new learning lines of the programme are well-chosen and support the coherence of the programme. The pathway options and strong focus on the personal development goals of the students in the last phase of the programme are a strength and tie in with the requirements of the distinctive feature of small-scale and intensive education.

The panel is impressed with the extensive list of student-driven extra-curricular activities. Both curricular and extra-curricular activities encourage strong participation by students, allow for broadening and deepening of knowledge and skills, while providing students with a strong community for learning and social activities. The panel is convinced that the curriculum of the BA.HM aligns with the above-average intended learning outcomes of the programme and enables students to achieve the intended level and broaden IQ, EQ and AQ set out in Standard 1.

The panel sees the Premaster as a commendable opportunity for students. At the moment, it is not possible for students to enrol in the Premaster and an exchange in the final year. The panel can imagine that there are students who want to do both and suggests the programme to explore whether it is possible to move the exchange from the fourth to the third year.

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

### *Structure of the programme*

The programme structure of the BA.HM allows for a gradual increase of complexity and autonomy in four phases. In their first year, students develop a strong foundation in fundamental business knowledge and basic hospitality theory and skills; in year two, they learn how to run a business effectively; in year three, they learn how to apply their research skills in an integrated way in real-life settings and to improve and manage a business. The final year is geared towards deepening and broadening of knowledge and skills in real-life settings. Personal development runs as a continuous learning line through the entire curriculum.

### *Educational philosophy*

The educational philosophy of the BA.HM is based on Dee Fink's taxonomy for Significant Learning. This feeds into a curriculum that is student-centered, self-directed and emphasises individual learning needs in connection to learning in real-life settings. Students take an active role in their learning process and lecturers act as learning facilitators. Much emphasis is placed on continuous and active reflection by the student on its development in relation to the learning outcomes, IQ, EQ and AQ. The panel established that students recognise and appreciate this aspect of the programme, as it helps them to further develop as hospitality leaders.

### *Didactics and educational design*

Didactic methods in the programme focus on the accommodation of the individual learning needs of students; engaged and interactive teaching; and strong participation. Teaching methods in the programme vary and include lectures, interactive masterclasses, research

projects, field trips, and collaborative learning and debates. They are designed in such a way that they foster a learning community with participants from inside (teachers and researchers) and outside the school (hospitality industry and knowledge institutes), for example through guest lectures and joint research between students and HTH researchers.

Real-life learning is an important and unique feature of the programme. About 105 EC of the programme are dedicated to learning goals in a practical education context. Practical learning is enhanced through a Real-Life learning line that runs through the whole programme, and through Food & Beverages outlet, Rooms Division outlet and a Food Truck. In the past years, HTH developed a series of Real-Life Cases (RLCs) at different levels to further support learning in real life settings. These RLCs range from paper cases and occasional interaction with industry representatives (e.g., Business Inspiration Days) to full engagement with a commissioner, solving a real-life challenge (e.g. in Minors, LYCar Graduation Course and Real-Life Labs).

Active participation by students in the courses is increased by 'flipping the classroom'; students are introduced to the learning material before class as much as possible. The panel studied the digital programme learning environment and established that it is suitable for the concept of the flipped classroom and used extensively. In recent years, the BA.HM has also invested in digital transformation. It renewed the student intranet; introduced a digital assessment tool; implemented an AV studio with AV specialists and developed a Digital Transformation Hub (Dx Hub). The programme has already developed several AV courses and implemented VR/AR in a range of courses. It plans to continue with this.

#### *Group sizes and active participation*

During the visit, the panel discussed the small-scale and intensive nature of education in more detail with students and teachers. It established that group sizes are relatively small. The average teacher-to-student ratio is 1:18. Depending on the course, the ratio varies from 1:24 for lecture classes, 1:12 for skills classes and 1:6 for practical classes. Groups are compiled in such a way that students with different backgrounds are mixed to create an 'international classroom'. The extra-curricular activities are also popular and include a good blend of Dutch and international students.

Class attendance is mandatory for all practical education, but generally high (between 90-95%, depending on the course). To further support nominal study progress the programme offers personalised guidance and support (See Standard 8). It also carefully analyses return rates within courses and course evaluations to determine opportunities for continuous improvement (See Standard 9). The panel asserted that students are satisfied with the feasibility of the programme (3.9 in the National Student Survey 2023).

#### *Considerations*

The teaching concept of the programme is centered around a challenging and intensive learning environment, fostering a strong learning community and self-directed learning. The curriculum structure is carefully thought through. It allows for a gradual build-up in complexity and autonomy, a feasible study programme and a good mixture of theory and practice. Investments in digital transformation have led, and will continue to lead, to a new enriching mix of physical and online learning activities. The Real-Life learning line and Real-Life Cases guarantee a strong connection of the curriculum with real-

life situations and environments. Participation in curricular and extra-curricular activities is high.

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

#### *Admission*

Each year, the BA.HM admits approximately 500 students: 200 in February and 300 September. The students are equally distributed across the campuses in The Hague and Amsterdam. Admission requirements are clearly communicated on the website of HHS and described in the 'Application and Selection Regulations' of the school. Candidates must have an accredited Dutch high school diploma with a second modern language or an international equivalent, such as the International Baccalaureate. Candidates must also demonstrate sufficient proficiency in English (at least B2 level).

If candidates meet these criteria, they are invited for a Selection Day, which includes a pitch and a personal interview. Here, candidates are further assessed on their English language skills, essay writing skills, comprehension and numerical skills. They must also demonstrate high motivation and suitability for a position as a leader in the hospitality industry, and for living, working and studying in a residential setting (the Skotel, which belongs to HTH). Each year, roughly 1 in 3 applicants is accepted as a student into the programme. Applicants who have obtained a hospitality related diploma may

apply for the International Fast Track (IFT)-programme.

The admissions procedure is carried out by a Selection Committee that consists of staff members, students and alumni. The members are rigorously trained (e.g., on reducing cultural and language biases) and officially appointed by the Board of Directors. The candidates are assessed by means of several components. To ensure the validity, fairness and transparency of the procedure, the assessors use an assessment rubric and a carefully designed candidate profile. The intake and selection procedure are reviewed regularly and, if necessary, adjusted to make sure that the programme selects the right students. The admissions procedure can be considered effective in terms of drop-out rates in the first year. In 2023, 96% of the students progressed to the second year (with at least 51 EC or more).

#### *Intake*

To strengthen the 'international classroom', the programme aims to recruit about 50 per cent international students and 50 per cent Dutch students. The panel studied intake data. It concludes that the student population is highly diverse in terms of nationality and educational backgrounds, but also poses several challenges. Possibly as a result of Covid-19, the ratio between Dutch students and international students is somewhat imbalanced (in 2023-2024, 74,2% Dutch versus 25,8% non-Dutch, excl. the IFT). In addition, there is an imbalance in the female: male ratio (in 2023-2024, 65,6% female and 34,4% male, excl. the IFT). The panel discussed this issue with the programme staff and established that the staff is aware of these imbalances and adjusts the recruitment process accordingly to target improvements in these areas. In response to complex governmental

restrictions on international students studying in the Netherlands, HTH organises supplementary online information sessions to attract international students.

#### Considerations

The panel found that the admission requirements are in line with the intended learning outcomes and curriculum contents of the programme. The admission process is clearly communicated, rigorous, based on personal contact, and geared towards the admittance of the most

suitable and motivated students for the programme, while reducing biases as much as possible. The selection process includes an explicit assessment of motivation and suitability for the residential, small-scale and challenging learning environment of the programme.

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

The entire staff of the bachelor's programme consists of 143 FTE for 2535 students. This amounts to a ratio of 1:18 per 1.0 FTE.

#### Quality

Students are satisfied with the expertise of their teachers (National Student Survey 2023: 4,0) and their knowledge of professional practice (NSE 2023: 4,2). The panel studied the CVs of the staff and also found that the BA.HM has a professional staff, with the right level of expertise. 59% of HTH's staff have a master's degree and 11% have a PhD degree. Staff involved in practical teaching may have different qualifications, but their experience is always appropriate to the content of their courses. The panel found that all teachers of the BA.HM are required to possess a didactic qualification. They either already have a Basic or Senior Examiner Qualification (BKE or SKE in Dutch) or are in the process of obtaining it. Lecturing staff should also have a minimum level of C1 in English language skills. New employees are actively tested on this. Staff are actively encouraged to further develop themselves, e.g., by pursuing a master's degree, a PhD or a Professional Doctorate (PD).

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 and better embedded in the programme. It now includes 18 colleagues and is actively involved in research on the future of hospitality but also in the education of the BA.HM (e.g., in minors the graduation supervision in LYCar-projects). The 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.

As part of the distinctive feature of small-scale and intensive education, the staff should be actively geared towards individual counselling to students in and outside the educational context. The panel established that the programme has a strong system in place for individual coaching. This system includes two student counsellors, two student progress counsellors and a tutor for every student group who supports them throughout their whole programme. In addition, during practical placement and LYCar (the graduation course) students are mentored by a dedicated placement tutor and a LYCar coach. During the site visit and in the NSE 2023, students value the engagement of the teaching staff with their professional development and growth, and their accessibility outside contact hours. The programme's students and staff form a supportive and connected learning community.

Another important criterion for the quality of the staff is their work experience in the international hospitality business. The panel found that this is an important condition in hiring new staff.

Many of the current teaching staff are actively involved in the hospitality businesses, and encouraged to engage in exchanges, research collaborations, industry partnerships and dedicated trainings. The connection with the professional field is further strengthened through the many guest lectures and (co-)curricular activities that are organised in collaboration with experts from the field (See Standard 3 and 4).

For new staff members, the programme has a solid onboarding programme. This programme includes training on HTH's educational framework and small-scale and intensive learning environment. Because of the programme's ambition to offer students an international classroom, the panel has further studied the background of the teaching team. The panel established that 34% of the staff have a non-Dutch nationality. HTH is continuously working on intensifying and broadening its international staff community and professional network through varied initiatives. For example, vacancies are opened worldwide. However, HTH has no specific targets for the international background of its staff, because the hospitality industry is already very international in itself. Many Dutch staff members have extensive international experience and networks.

In 2023, HTH conducted an employee survey. This survey shows positive results on job satisfaction, cooperation and teamwork. However, workload emerged as an area for improvement in the survey. The panel discussed this with the teaching staff and established that the BA.HM curriculum innovations and the Covid-19 pandemic have had a significant impact. In the last two years, management has taken various measures to reduce work pressure. For example,

the way in which employees are scheduled has been adjusted, and the lecturer journey is now an explicit part of the innovated curriculum. As a result, work pressure has been relieved but will continue to be monitored closely.

### Considerations

The panel concludes that the quantity and quality of the staff are sufficient for the provision of the programme's education, including the small-scale and intensive education as described in Standards 2, 3 and 4. Personnel policy covers careful selection and onboarding of new staff; monitoring of English language skills and didactic skills; and encouragement of staff to be involved in the HTH Research Centre and activities in the international professional field.

The involvement of teachers in the HTH Research Centre is rotating. The panel finds this a commendable method to involve 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 staff that pursue a master's degree or PhD/PD.

Staff and students consist of an active learning community. The entire teachers' team and also designated professionals are actively involved in the individual guidance of students within the curriculum but also on a personal level. Work pressure is taken seriously and monitored closely.

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 BA.HM is offered at the campuses in The Hague and Amsterdam. The panel visited both locations and observed that the facilities are excellent. Although the buildings in The Hague and Amsterdam are different, they offer students access to similar facilities. These 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. During the visit, the panel observed that the buildings on both locations have many open spaces where students and teachers meet.

The campuses each have two restaurants, where students learn and perform in both kitchen and restaurant. The restaurants are open to internal and external guests. The campuses also have large restaurants where students and employees come together for lunch and dinner. Recently, these facilities have been complemented with a food truck that is fully operated by students. The Extra Mile Office and extra-curricular activities are well-facilitated too and make use of dedicated spaces within the campuses.

First year students of the BA.HM live in the residential units of the school. Students share a room with another student, mostly from a

different nationality. Both campuses have 128 student units each, thus accommodating 512 students in total. Skotel The Hague and Skotel Amsterdam offer respectively 21 and 20 hotel rooms to facilitate practical education. The hotel rooms can be booked through the Skotel's own website, Booking.com and Expedia. The panel observed that facilities for practical education are up-to-date and appropriate in their design and equipment. As has been noted in Standard 4, the digital learning environment and other digital facilities are up-to-date, adequate and continuously improved.

HTH is committed to a more sustainable learning environment. This is reflected in educational initiatives that are established through the Sustainable Development Goals (SDG) Office (e.g., Green Belt; Edible Campus; Manifesto For Living), but also in the way in which operations are run within the campus. For example, both campuses have a vegetable garden and beehives. The school is dedicated to the use of sustainable materials and the Skotels have recently joined the Plant a Tree foundation, where guests can choose to opt out of the complete housekeeping experience and generated savings are used to plant trees.

#### Considerations

The panel concludes that the facilities of the programme are exceptional and offer students a unique learning experience. They are in line with and sufficient for the small-scale, intensive, residential and real-life learning experience at HTH. The programme is dedicated to the development of a sustainable learning environment.

In this respect it has already achieved many good practices.

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

At the start of the programme, each group of 24 students is assigned with a dedicated tutor. The tutor is appointed for four years, he/she is the first point of contact for students and meets up with them regularly. Tutors and students are supported and guided by the Tutor Office, comprising a group of three lecturers, to ensure that all students are heard and cared for in a similar way.

The BA.HM has a specialised tutoring and personal development learning line that runs from year one to year four. It consists of classes, tutorials, workshops and one-to-one meetings with the tutor. Year 1 of the learning line focuses on topics such as study skills, time management, decision-making, interdependence, emotional intelligence, and self-awareness. The Birkman Personality Test has been incorporated to provide students with more insight in their personalities, motivation and effectiveness in team collaborations. Year 2 emphasises motivation, networking and orientation towards the hospitality industry. Year 3 is geared towards informed decision-making on internship possibilities and fostering the skills in the quotients of IQ, EQ and AQ. Finally, in year 4 students receive academic guidance from expert coaches in the field of their research. During their LYCar-

project, students are mentored by a dedicated placement tutor and a LYCar coach.

In addition to the tutoring system and personal development learning line, the BA.HM has a team of specialised professionals that are involved in guidance on different topics. This system comprises two student counsellors; two student progress 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 and 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.

The student progress counsellors are concerned with limiting study delays in various ways. In case of a deviation in the study programme, students may contact the progress counsellors for specific information about alternative courses, assessments, resits, study planning and exemptions. The student progress counsellors and tutors also jointly monitor the study progress of students and, if necessary, implement evidence-informed measures to improve this.

Information about the programme is provided through [myhotelschool.nl](http://myhotelschool.nl) and the Education and Exam Regulations. Information on the support system, rules and procedures at HTH is provided through a Student Charter.

### Considerations

The programme has an extensive, multi-layered system in place for tutoring and guidance. The system provides for individual guidance on study progress, choices in the programme and personal development. It 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 is 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 time 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 (incl. 1 of the master's programme). During the site visit, the panel learned that this committee advises proactively and is taken seriously. Reports of the student representatives are also shared with the Education Committee. To ensure further inclusion of a student voice in this committee, one of the student members in it 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 central idea that the 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 are described in the Education and Exam Regulations (EER) of the BA.HM. The set-up of assessments is also described in an assessment plan, a curriculum matrix, the study guide and course descriptions of the programme. Assessment types in the BA.HM are varied (e.g., written exams, portfolio, oral exams, performance assessments) and match the learning goals of the courses. The

majority of assessments is individual, which is consistent with HTH's assessment policy.

HTH's assessment policy includes quality criteria for assessment design, such as constructive alignment, validity, transparency and fairness. Quality is safeguarded in different ways. First of all, all teachers at HTH have a University Basic Qualification in Assessment (BKE). New teachers need to obtain it within one year of commencement of employment. Seven staff members also hold a University Senior Qualification in Examination (SKE). Professionalisation in assessment is ongoing business within HTH. Other measures to take care of and maintain assessment quality are the implementation of the assessment cycle; the four-eye principle during test construction; and benchmarking sessions between assessors.

#### *Assessment of the LYCar-project*

The final assignment of the BA.HM is the individual Launching Your Career (LYCar) trajectory in which students perform applied research and follow a management placement. During the LYCar graduation course and placement, students are mentored by a dedicated placement tutor and a LYCar coach. Students can do their LYCar in one of five graduation area's: Marketing, Sales & Distribution; Finance, Accounting & Law; Operations Management; Leadership & People; or Business Improvement.

In the first block of LYCar, students hand in a Proposal for a company/client. At the end of LYCar, students submit the Company Project by implementing a solution, evaluating and

disseminating this (50% of the final grade). Alongside this, students submit a Career Portfolio of their learning during LYCar (30% of the final grade), and they disseminate their knowledge in an event with peers, assessors and industry invitees (20% of the final grade).

The final LYCar project is assessed by two internal examiners. They use an assessment rubric that has been shared with the students in advance. The assessment rubric defines a nuanced range of assessment categories. After assessing the work individually, the assessors decide on the grade together. The programme has drawn up a LYCar Coach Manual and a LYCar Assessor Guide to ensure correct completion of the assessment process. Assessors also receive training. With this, the programme has implemented an adequate follow-up to the recommendation of the previous visitation panel that coaches need to be better supported in their role (coaching of coaches) and that more attention is needed for alignment of assessment.

In the sample of LYCar projects and assessment forms that were studied by the panel, the rating was transparent, traceable and fair. A point for improvement could be to provide more written feedback and feedforward in the assessment forms of the LYCar project, which would be in line with the HTH assessment vision. However, this type of feedback is also given during an oral feedback session with the student.

#### *Quality assurance of assessment*

HTH has one Examination Committee (EC) for the BA.HM and its two master's programmes. It consists of four HTH staff members and one external member. The EC 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 the 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 annually in an annual plan. The AC provides an annual report as well as the Examination Committee. The results of the screening are also communicated 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 widespread 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 are varied, transparent to students and in line with the learning objectives and assessment philosophy. HTH has sufficient procedures in place that guarantee the quality of assessment, such as the four-eyes principle, and teachers are sufficiently trained in developing and performing assessments.

The assessment procedure of the LYCar Project is thorough. In the view of the panel, the LYCar-assessment rubric is very well-designed with a

nuanced range of assessment categories. A point for improvement could be to provide more written feedback and feedforward in the assessment forms of the LYCar project. This is only a minor point and not formulated as an official recommendation, since the panel learned that this type of feedback is usually given during an oral feedback session with the student.

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 22 LYCar Graduation works (including the corresponding assessment forms) and established that they meet the ambitious intended learning outcomes of the programme. The Company Project Reports are well-structured and formulated. They demonstrate a strong basis in research skills, with good academic reflections. Grading is clear and fair. The combination of the Company Project Report and Career Portfolio demonstrates a convincing development of students in theory, practice and research, which is in turn related to AQ, EQ and IQ.

#### *Programme success rates*

Compared to other Dutch Hospitality Management bachelors, the BA.HM ranks second in study success after five years (cohort 2018: 72,8%). Zuyd University of Applied Sciences is in first place (cohort 2018: 83%), and also holds the distinctive feature of small-scale and intensive education. Over the past years, the programme staff has been working hard to further improve success rates with study progress advisors, personal tutoring, peer tutoring and a goalsetting intervention programme for students who commenced their study at HTH during the COVID-19 pandemic. With the 'Back-on-Track' programme, under the coordination of the Study Success Team, the number of long-term students (enrolled at HTH longer than 4 years) has

decreased from 544 in 2020 to 337 in 2023. In line with these numbers, study success rate of the BA.HM have gradually and consistently increased in the last three years. The panel concludes that second place in study success rates is in line with the above-average level that the programme strives for with the distinctive feature. The panel recommends continuing close monitoring of success rates and implementation of interventions to maintain the upward trend.

#### *Performance of graduates*

Since the commencement of the programme in 2001, HTH has seen over 5239 students graduate. In a recent survey conducted with alumni of the last four years, 78% of the BA alumni are currently employed (including their own businesses) and 15% continue post-graduate studies. Most of the alumni (71%) were employed within 3 months, and 53% of the respondents had a job immediately after graduation. The opportunity to follow a premaster during the final year of the BA.HM is increasingly popular (2023: 70 enrolments), which directly feeds into an increasing number of students who continue with a master's programme.

BA.HM graduates are especially valued for their reflection and people skills. Because of their customer mindset, pro-activeness and innovative mindset, they are also increasingly appreciated in businesses outside the hospitality industry, who need staff with hospitality skills. Although, a small majority of alumni still work in the primary hospitality industry (30%) or for suppliers to the hospitality industry (24%), many

alumni now also pursue careers in other places, such as health care, retail, transport, financial services, employment services (46%). The programme has a considerable number of alumni who have ended up in international world-class businesses such as Marriott International, Hilton Hotels & Resorts, The Social Hub, Heineken, Jumeirah Hotels & Resorts, Hyatt Hotels, Accor Hotels Group, Unilever and KLM.

#### Considerations

The LYCar graduation works display the above-average level and broadening on IQ, EQ and AQ as set out intended learning outcomes of the

programme. The success rates of the programme have gradually and consistently increased in the last three years and are higher than that of other programmes that do not hold the distinctive feature of small-scale and intensive education. Employment figures show that graduates are highly successful in the hospitality industry and in businesses where hospitality makes a difference.

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

## Distinctive feature small-scale and intensive education

The BA.HM holds the distinctive feature 'Small-scale and intensive education'. In 2019, the NVAO decided positively on the practical assessment. In 2024, the programme and its distinctive feature are up for re-accreditation. The current assessment panel has looked at whether the programme still meets the conditions for granting the distinctive feature. In line with the NVAO Guidelines, the panel checked whether small-scale and intensive education has evolved into a quintessential feature of the bachelor programme. In the core part of this report, the panel has therefore taken into account the criteria of the distinctive feature when assessing the quality of the bachelor's programme. In this chapter, the panel provides its findings and considerations separately for each of the seven criteria of the assessment framework. The panel concludes with the final assessment.

### A: Intended learning outcomes

*The objectives and intended learning outcomes are aimed at achieving an above-average level in one or more academic disciplines and/or professional practices in the domain concerned. In addition, the programme focuses on the broadening and development of related personal attitudes and skills.*

#### Findings

The intended learning outcomes of the BA.HM (HTH PEP+) have been based on the National Hospitality Management Programme Learning Outcomes. This PEP 17-22 complies with the Dublin descriptors bachelor level and EQF/NLQF level 6. The panel studied the HTH PEP+ and found that the intended learning outcomes align with what is generally expected from graduates in the field of hospitality management.

In three areas, the ambitions of the BA.HM exceed the average level. First, HTH has raised the end level of the National PLOs A1 (soft skills), 6, 10 and 11 (hard skills) from AUCOM-level two to three. These PLOs relate to research skills, identifying and analyzing trends and strategic decision-making. Second, students already meet the required PLOs at the end of Year 3. In Year 4 students broaden and deepen their knowledge, have increased autonomy and work on more complex assignments in more uncertain

contexts of real-life cases. Third, next to the PLOs mentioned earlier, HTH-specific PLOs have been created to support the development of AQ (Adversity Quotient) and a growth mindset. These PLOs include control, ownership, reach and endurance.

HTH aims to educate students to become research-informed problem solvers and innovators of the hospitality industry. Through a strong integration of theory, practice and research in a real-life learning environment, BA HM students are explicitly stimulated to develop themselves in three quotients: in-depth knowledge and understanding on hospitality, critical thinking and research skills (IQ); strong personal and intercultural skills (EQ); and resilience and agility in response to change (AQ). The intended learning outcomes of the BA.HM, as described in the HTH PEP+, the curriculum and the extra-curricular activities (see Criterion B) are explicitly connected with these quotients.

#### Considerations

The BA.HM has developed an ambitious set of intended learning outcomes that (more than) ties in with the level and orientation of a bachelor's programme in hospitality management. The HTH PEP+ is comprehensive, the learning outcomes are clearly defined, and the accent on IQ, EQ and AQ is relevant and commendable.

The average level is exceeded in learning outcomes related to research skills, strategic decision-making, multidisciplinary perspectives and AQ. The choice by the programme to level-up and emphasise these specific learning outcomes is consistent with the chosen profile and vision. Learning outcomes, the focus on IQ, EQ and AQ, the curriculum and the extra-curricular activities all have a clear focus on broadening and further development of personal skills.

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

## B: Curriculum contents

*The curriculum and the extra-curricular activities are inextricably bound. Their contents tie in with the intended level and the broadening as formulated in the intended learning outcomes. Students and staff share responsibility for the organisation of the extra-curricular activities.*

### Findings

In line with its residential, small-scale and intensive focus, the programme has many extra-curricular activities which are organised by the HTH Extra Mile Office. Examples of these are: the Investment Club, Gastronomy Club and the Sustainability Committee. In addition, the BA HTH has recently set up a Sustainability Development Goals (SDG) Office, dedicated to the growth of an HTH community focused on discovering and developing sustainable practices, actions, and initiatives. The SDG Office initiates, supports and executes extra-curricular activities in collaboration with the Extra Mile Office and its student-led initiatives. An example of an initiative that has been developed is the Beekeeping Club, which recognises and creates awareness of a sustainable society and the importance of bees for the hospitality industry.

The number of extra-curricular activities is extensive. The activities in the Extra Mile Office are student-driven, supported by staff members, open to the whole HTH community and clearly connected to the intended learning outcomes of the curriculum. They interconnect formal and informal learning and allow for broadening and deepening of knowledge and skills, while providing students with a strong community for learning and social activities. Extra-curriculars are not limited to what is already on offer; students are actively encouraged to develop new ideas and initiatives.

Throughout the programme, professional and personal development are enhanced through active reflection of students on their activities and personal growth in all courses and dedicated courses on leadership skills and personal development. The final year offers different pathway options and strong focus on the personal interests and development goals of the students.

### Considerations

The panel is impressed with the extensive list of student-driven extra-curricular activities. Both curricular and extra-curricular activities allow for broadening and deepening of knowledge and skills, while providing students with a strong community for learning and social activities. The activities in the Extra Mile Office are student-driven and actively supported by staff members. The panel is convinced that the curriculum of the BA.HM aligns with the above-average intended learning outcomes of the programme and enables students to achieve the intended level and broadening on IQ, EQ and AQ set out in Standard 1 and Criterion A.

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

## C: Learning environment

*The teaching concept is based on a challenging learning environment, education substantiated in a small-scale and intensive manner, and a learning community of students and staff. The small-scale and intense nature of the education is demonstrated by the level of participation and preparation that is expected from students. The curriculum is structured in such a manner as to ensure nominal study progress by the students, including extra-curricular activities.*

### Findings

The programme structure of the BA.HM allows for a gradual increase of complexity and autonomy in four phases. Real Life Learning and extra-curricular activities allow for broadening and deepening throughout the programme, while personal development runs as a continuous learning line through the entire curriculum. The final year is completely geared towards deepening and broadening the personal interests and development goals of the students.

Didactic methods in the programme focus on the accommodation of the individual learning needs of students; engaged and interactive teaching; and strong participation. They are designed in such a way that they foster a learning community with participants from inside (teachers and researchers) and outside the school (hospitality industry and knowledge institutes), for example through guest lectures and joint research between students and HTH researchers. Active participation by students in the courses is increased by 'flipping the classroom'; students are introduced to the learning material before class as much as possible. Class attendance is mandatory for all practical education, and

generally high in all courses (between 90-95%, depending on the course).

The average teacher-to-student ratio is 1:18. Depending on the course, the ratio varies from 1:24 for lecture classes, 1:12 for skills classes and 1:6 for practical classes. Groups are compiled in such a way that students with different backgrounds are mixed to create an 'international classroom'. Groups are generally small, because bigger classes are usually divided up into smaller work groups. The extra-curricular activities are popular and include a good blend between Dutch and international students.

To further support nominal study progress the programme offers personalised guidance and support (See Standard 8). It also carefully analyses return rates within courses and course evaluations to determine opportunities for continuous improvement (See Standard 9). The panel asserted that students are satisfied with the feasibility of the programme (3.9 in the National Student Survey 2023).

### Considerations

The panel concludes that the teaching concept of the programme is centred around a challenging and intensive learning environment. It actively fosters a learning community and self-directed learning. The curriculum structure is carefully thought through. It allows for a gradual build-up in complexity and autonomy, a feasible study programme and a good mixture of theory and practice. Both curricular and extra-curricular activities encourage strong participation by students.

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

## D: Intake

*The programme has a sound selection procedure in place, aimed at admitting motivated and academically and/or professionally talented students, in which the criteria include suitability for and interest in the small-scale and intensive educational concept, in combination with extra-curricular activities.*

### Findings

Admission requirements are clearly communicated on the website of HTH and described in the Application and Selection Regulations of the school. Candidates must have an accredited Dutch high school diploma with a second modern language on it or an international equivalent, such as the International Baccalaureate. Candidates must also demonstrate sufficient proficiency in English (at least B2 level).

If candidates meet these criteria, they are invited for a Selection Day, which includes a pitch and a personal interview. Here, candidates are further assessed on their English language skills, essay writing skills, comprehension and numerical skills. They must also demonstrate high motivation and suitability for a position as a leader in the hospitality industry, and for living, working and studying in a residential setting (the Skotel).

The admissions procedure is carried out by a Selection Committee that consists of staff members, students and alumni. The members are rigorously trained (e.g., on reducing cultural and language biases) and officially appointed by the Board of Directors. The candidates are assessed by means of several components. To ensure the validity, fairness and transparency of the procedure, the assessors use an assessment rubric and a carefully designed candidate profile. The intake and selection procedure are reviewed regularly and, if necessary, adjusted to make

sure that that the programme selects the right students.

The admissions procedure can be considered effective in terms of drop-outs rates in the first year. In 2023, 96% of the students progressed to the second year (with at least 51 EC or more).

### Considerations

The admission requirements are in line with the above-average intended learning outcomes and curriculum contents of the programme. The admission process is clearly communicated, rigorous, based on personal contact, and geared towards the admittance of the most suitable and motivated students for the programme, while reducing biases as much as possible. The selection process includes an explicit assessment of motivation and suitability for the residential, small-scale and challenging learning environment of the programme.

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

## E: Staff

*The number of staff is sufficient in terms of providing small-scale and intensive education, substantiating close contact between staff and students, and providing individual counselling to students outside the educational context. The staff demonstrably command the specific expertise and skills required to achieve the objectives of small-scale and intensive education. The programme actively monitors that teachers hold the required qualifications and, if necessary, ensures that teachers are trained in these aspects.*

### Findings

The entire staff of the bachelor's programme consists of 143 FTE for 2535 students. This amounts to a ratio of 1:18 per 1.0 FTE. The panel

studied the CVs of the staff and found that the BA.HM has a professional and dedicated staff, with a relevant professional international background and the right level of didactic expertise.

The staff is actively geared towards individual counselling to students in and outside the educational context. There is a strong system in place for individual coaching. The staff involved in this comprises of two student counsellors, two student progress counsellors and a tutor for every student group who supports them throughout their whole programme. In addition, during practical placement and LYCar (the graduation course), students are mentored by a dedicated placement tutor and a LYCar coach. During the site visit and in the NSE 2023, students value the engagement of the teaching staff with their professional development and growth, and their accessibility outside contact hours. The programme's students and staff form a supportive and connected learning community.

### Considerations

The quantity and quality of the staff are sufficient for the provision of education of the small-scale and intensive education as described in Criterion A and B. Staff and students consist of an active learning community. The entire teachers' team and also designated professionals are actively involved in the individual guidance of students within the curriculum but also on a personal level.

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

## F: Facilities

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

### Findings

The BA.HM is offered at the campuses in The Hague and Amsterdam. The panel visited both locations. Although the buildings in The Hague and Amsterdam are different, they offer students access to similar facilities. These 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. During the visit, the panel observed that the buildings on both locations have many open spaces where students and teachers meet.

The campuses each have two restaurants, where students learn and perform in both the kitchen and the restaurant. The restaurants are open to internal and external guests. The campuses also have large restaurants where students and employees come together for lunch and dinner. Recently, these facilities have been complemented with a food truck that is fully operated by students. The Extra Mile Office and extra-curricular activities are well-facilitated too and make use of dedicated spaces within the campuses.

First year students of the BA.HM live in the residential units of the school. Students share a room with another student, mostly from a different nationality. Both campuses have 128 student units each, thus accommodating 512 students in total. Skotel The Hague and Skotel Amsterdam offer respectively 21 and 20 hotel rooms to facilitate practical education, including reception desks, room management etc. The hotel rooms can be booked through the Skotel's own website, Booking.com and Expedia. The panel observed that facilities for practical education are up-to-date and appropriate in their design and equipment. The digital learning

environment and other digital facilities are up-to-date, adequate and continuously improved.

### Considerations

The facilities of the programme are exceptional and offer students a unique learning experience. They are in line with and sufficient for the small-scale, intensive, residential and real-life learning experience at HTH. The many open spaces, connectivity rooms, practical learning facilities, and spaces for extra-curricular activities feed into the ambition of the programme to build and contain an active learning community of students and staff.

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

## G: Achieved learning outcomes

*The content and the level of the tests and final projects are in line with the level and the broadening as set down in the intended learning outcomes. Graduates are admitted to demanding postgraduate programmes and/or jobs. The success rates are substantially higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature.*

### Findings

#### *Quality of the final projects*

The panel assessed twenty-two LYCar graduation works (including the corresponding assessment forms) and established that they meet the ambitious intended learning outcomes of the programme. The Company Project Reports are well-structured and formulated. They demonstrate a strong basis in research skills, with good academic reflections. The combination of the Company Project Report and Career Portfolio demonstrate a convincing development of

students in theory, practice and research, which is in turn related to the programme's above-average ambitions on AQ, EQ and IQ.

#### *Programme success rates*

Compared to other Dutch Hospitality Management bachelors, the BA.HM ranks second in study success after five years (cohort 2018: 72,8%). Zuyd University of Applied Sciences is in first place (cohort 2018: 83%), and also holds the distinctive feature small-scale and intensive education. Over the past years, the programme has been working hard to further improve success rates. As a result, the success rate of the BA.HM has gradually and consistently increased in the last three years.

#### *Performance of graduates.*

Since the commencement of the programme in 2001, HTH has seen over 5239 students graduate. In a recent survey conducted with alumni of the last four years, 78% of the BA alumni are currently employed (including their own businesses) and 15% continue post-graduate studies. Most of the alumni (71%) were employed within 3 months, and 53% of the respondents had a job immediately after graduation. The opportunity to follow a premaster during the final year of the BA.HM is increasingly popular (2023: 70 enrolments), which directly feeds into an increasing number of students who continue with a master's programme.

BA.HM graduates are especially valued for their reflective and people skills. Because of their customer-mindset, pro-activeness and innovative mindset, they are increasingly valued in businesses outside the hospitality industry, who need staff with hospitality skills. The programme has a considerable number of alumni that have ended up in the international world-class businesses such as Marriott International, Hilton

Hotels & Resorts, The Social Hub, Heineken, Jumeirah Hotels & Resorts, Hyatt Hotels, Accor Hotels Group, Unilever and KLM.

### Considerations

The LYCar graduation works display the above-average level and broadening on IQ, EQ and AQ as set out intended learning outcomes of the programme. The success rates of the programme have gradually and consistently increased over the last three years, are higher than those of programmes that do not hold the distinctive feature of small-scale and intensive education, and at least on a par with other programmes that do hold this feature. The programme is highly dedicated to the further improvement of study success. Employment figures show that graduates are highly successful

in the hospitality industry and in businesses where hospitality makes a difference.

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

### Conclusion

Taking into consideration the seven criteria, the panel assesses that the programme meets all the criteria of the distinctive feature 'Small-scale and intensive'. The panel advises positively on maintaining the distinctive feature of small-scale and intensive education for the BA.HM.

## 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; Em-  
ployability; 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
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 September 2024. The results of this development dialogue have no influence on the assessment presented in this report.

## Attachment 3: follow-up on former assessment

Following the cluster accreditation in 2018, the accreditation panel offered the following recommendations:

### Standard 1

1. 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.

Actions taken:

HTH has created a new institutional plan 2024-2027 whereby the ambitions of the institute have been adjusted.

Currently, we have numerous ambitions divided over three pillars: people, education & research and partners. When looking at the goals described above, we have made our wishes in terms of ranking more concrete:

### 2027 – Internationally top-rated

Building on valuable lessons learned from the past, over the period 2024 - 2027, we will be further securing our position as an internationally top-rated hospitality business school, supported by the expansion of our portfolio and the impact of our quality cycle. In line with our different target audiences, we currently consider three rankings / ratings most relevant to HTH.

National: National Student Survey (NSE)

International: QS

Industry: CEOWORLD

In terms of sustainability, we are specifying clear steps to become climate neutral on campus and to embrace further requirements of the EU taxonomy. We have set ourselves the goal of becoming plastic free by 2026. By 2027, we aim to have integrated Sustainable Hospitality Challenge learnings into relevant courses and to have extended our social community services, and we aim for ESG- related PLOs (Programme Learning Outcomes) over the entire curriculum.

The Research Centre will continue to focus on the topic of Sustainability in the Hospitality Industry. This is included as a specific objective in the Institutional Plan, as it will affect our curriculum and involve multiple stakeholders in navigating the shift.

## **Standard 2**

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

### **Actions taken:**

In the process of innovating the curriculum, we have indeed implemented a learning line on research skills which starts with three dedicated courses with Data Analysis and Research Fundamentals in year 1, followed by a year two course called Extended Data Analysis and a year three course named Hospitality Research Lab. In addition, research forms part of the integrated courses in year 3, the minor and of course the graduation project LYCar (Launching Your Career). The link with the Research Centre has also been strengthened. On the one hand, the lecturers are more closely involved in the Bachelor by for instance teaching in the minors Future of Digitalisation and Future of Guest Experience and on the other the content of the Research Centre is being funnelled into the different educational programmes more consistently.

## **Standard 6/10**

3. 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.

### **Actions taken:**

Assessors in both LYCar (BA) and the MBA final consultancy project work in pairs on every single assessment and procedure are in place to safeguard interrater reliability. In addition, assessors receive regular training and engage in benchmarking of products to ensure alignment and continuous improvement. Please see below for the training provided for assessors. In the BA, the LYCar Office helps make logistical arrangements and the Media Centre assists with the archiving of graduate works.

A LYCar Coach Manual and a LYCar Assessor Guide have been created and socialised among the faculty involved with LYCar. New online learning environments for students and faculty have been created, where we have introduced various phases and just-in-time teaching per phase

Several lecturers from the BA programme are involved with the master's programme which allows for cross pollination between the programmes and indeed the graduation projects.

## **Standard 10**

4. 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.

**Actions taken:**

Extensive training has been provided and continues to be provided for the LYCar assessors. Each assessor who joins LYCar is paired up with a buddy, an experienced LYCar assessor, and received extensive training. All LYCar assessors receive training each block on topics ranging from coaching, assessing, process amongst others.

In terms of the grading form, the distribution of the weight of each component has been made more visible. In addition, all key questions and answers from the event (oral assessment) are now recorded on the form. As of last year, we also store the presentations the students prepare for the event in Osiris (our grade registration system) together with the written products and of course the rubric.

Sample student products are benchmarked each block and assessors receive training and guidance on the grading.

## Attachment 4: documents

Self-evaluation report Bachelor Hospitality Management HTH (interactive website)

### General facts Bachelor Hospitality Management

#### HTH wide Policies and Regulations

- I. HTH Vision 2030 & Beyond
- II. HTH Institutional Plan 2024-2027
- III. HTH Assessment Policy
- IV. HTH Employee Recruitment Code
- V. HTH Learning Policy
- VI. HTH Selection and Application Regulation

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

1. PEP 2017-2022
2. PEP 2023-2028
3. Overview HTH BA PLOs
4. Minutes Industry Advisory Board
5. Transition Process HTH PEP 2023-2028

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

2. HTH Research Centre Yearly 2023 Report

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

1. Why of Curriculum Innovation PPT
2. Curriculum Matrix 23/24
3. Study Guide 2023/2024 version February
4. BA Course Syllabi
  - Y4 Exchange Programme
  - Y4 Minors
  - Y4 LYCar
  - Y4 Premaster Programme
5. Extra-curricular Activities
  - Overview of Extra Mile Clubs and Communities of Practice
  - Extra-curricular Activities Highlights

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

1. Educational Framework Bachelor
2. Small-scale and Intensive Education Roadmap
3. DxHub (Digital Transformation Hub) Gathering 28th of February 2024 minutes

**Standard 5/ D: Intake HTH**

1. Selection and Application Regulation

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

1. BA Staff Mobility and Professionalisation Overview
2. HTH Employee Satisfaction Survey Overview

**Standard 7/F: Facilities**

1. Sustainability Report 2022

**Standard 8: Tutoring**

1. Student Charter

**Standard 9: Quality Assurance System**

1. Course Evaluations score board  
Practical Placement Evaluation
2. Heart Rate Monitor Quality Management System overview  
Heart-to-Heart Meeting minutes  
HTH Hear-Me-Out Meeting minutes (Ams, TH)

**Standard 10: Assessment System**

1. Education and Exam Regulations 23/24  
Appendices: Course Tables  
Appendices: Transition Tables Old/Innovated Curriculum
2. BA HM Assessment Plan+ Sample Assessment  
Committee Exam Review/Evaluation
3. Assessment samples of courses

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

1. External Benchmark/Review End level Summary
2. 50 top (recent) alumni employment
3. Latest Study Success Data Dutch Hotel Management Programmes
4. Selection of 17 LyCar Graduation Projects and 7 Pre-master projects

Lycar Course Syllabus  
LYCar Assessor Guide  
LYCar Coach Manual

### **Overview of Recommendations and Action taken Site visit 2018**

#### **Additional requested and provided information during the site visit**

1. Detailed Course Pass rates of Year 1, 2, 3, 4
2. Detailed figures on demographics of the student body
3. Intake information BA and IFT (applications and admittance)
4. Graduation success rates BA and IFT
5. Detailed NSE Factsheets 21-23
6. Sample timetables Y1 and Block A Fast track
7. THE-ICE Executive report 2022
8. Working document Quality Handbook 2023
9. Annual Plan Exam Committee 2024
10. Guidelines from the Exam Committee 2023
11. 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.

### Extensive programme assessment

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>

### Distinctive feature small-scale and intensive education

Standard	Judgement
A. Intended learning outcomes	<i>Meets the standard</i>
B. Curriculum: contents	<i>Meets the standard</i>
C. Curriculum: learning environment	<i>Meets the standard</i>
D. Intake	<i>Meets the standard</i>
E. Staff	<i>Meets the standard</i>
F. Facilities	<i>Meets the standard</i>
G. Achieved learning outcomes	<i>Meets the standard</i>
<b>Overall</b>	<b>Positive</b>

