HZ University of Applied Sciences

Bachelor Tourism Management

Limited programme assessment

© Netherlands Quality Agency (NQA)
April 2026

B Tourism Management

© NQA – Report B Tourism Management HZ UoAS

Summary

In February 2026 the Bachelor in Tourism Management (TM) of Hogeschool Zeeland (HZ University of Applied Sciences) was visited by an audit panel from Netherlands Quality Agency (NQA). TM is a four-year full-time programme, taught in English in Vlissingen. The audit panel assesses the quality of the study programme as **positive**.

The Tourism Management programme aims to prepare competent entry-level professionals who combine core tasks with personal leadership, hospitality, social responsibility, intercultural communication, technological awareness, and an international outlook. The university considers the programme and its international environment as a means for students' personal and professional development, enabling them to "critically address societal challenges while blending theoretical knowledge with practical application." Students are at the centre of this approach, actively shaping their learning process and developing the competencies needed to make a meaningful impact in society. The panel has talked to a small but highly dedicated team, who are capable of shaping and updating the programme in line with the new national profile. They also have strong roots in the region as well as good international contacts with similar programmes, both of them giving the TM-programme good professional input to sustain its quality.

Standard 1: Intended Learning Outcomes
The programme **meets the generic qualities** of this standard. It has based its intended learning outcomes on the 2018 National Profile (NP) for Tourism Management, in line with national and international standard for the bachelor level. The graduates are trained to become professionals, managers or entrepreneurs in the tourism and recreation sector. In its close cooperation with the Coastal Tourism Knowledge Centre of HZ, the programme plays an important role in the local economy, of which tourism is an essential part. This sector is represented in the Professional Field Committee (PFC), which advises the programme on current trends and topics in the tourist industry. The panel sees that the programme's professional profile is clear and very well aligned with the local tourist industry. The PFC has only recently been installed, having already supported the programme with good advice on current trends and topics in tourism. Therefore, the panel recommends the programme to keep involving the PFC and even more strongly in developing the curriculum in the years to come.

Standard 2: Teaching-Learning Environment
The programme **meets the generic qualities** of this standard. There is a choice for students between the regular 240 EC curriculum or the accelerated 180 EC programme for students with specific diplomas. The curriculum has a gradual increase for students in the complexity and degree of independence in their learning and working. Various internships help students to apply their knowledge and skills directly in professional settings. The programme is being renewed, with a stronger focus on destination management and interdisciplinary collaboration. Research skills help students tackle complex issues in the professional practice, preparing them for their Research Thesis or Research Article in Year 4. Internationalisation and the international environment are core features of the programme, with a great variety of options for students for study or placement abroad. The programme's didactic design focuses on authentic professional tasks and self-directed learning, making use of a regional living-lab. Admission to the programme follows standard and acceptable frameworks for bachelor students in international programmes.

Students are satisfied about the guidance they get, with thorough introduction programmes and extra facilities for students who need more support. Some students, however, would have been happier with more communication about practical matters at the beginning of modules. The panel has met with a small but well-educated, close-knit, and dedicated teaching team.

Standard 3: Student Assessment

The programme **meets the generic qualities** of this standard. Assessment is based on principles from the university's most recent assessment policy, which aims assessment to be both *stimulating* student development and *determining* their competence. It describes the process of assessments as a shared responsibility of all stakeholders involved, including careful attention to assessment criteria such as validity, reliability, and transparency. This is supported by calibration, which is to take place before and after exams. Moreover, in the exams in the graduation programme, there is always a second examiner involved. The panel considers the assessment policy a good basis for careful implementation by the programme. There is apparent constructive alignment as the assessments are aligned with the programme learning outcomes and the teaching programme. The programme has a good mix of assessment types, in line with the nature and content of the learning outcomes. The students that talked to the panel were generally satisfied with the way in which they are assessed in the programme. The panel also appreciates the process around the assessment of the programme's end level but recommends the programme to also deploy (more) external specialists or experts from the knowledge centre in this process. Altogether, the panel is positive about the programme's quality assurance and its procedures, supported by a strong informal quality culture among the teaching staff. The Examination Board is in control. However, the panel recommends the Assessment Committee to increase the number of checks they do for the TM-programme.

Standard 4: Achieved Learning Outcomes

The programme **meets the generic qualities** of this standard. In Year 4 students can choose from three graduation tracks with varying combinations of their management traineeship and research: some can spend more time on the one, some on the other. In all tracks they must prove that they have acquired the required professional competence at NLQF-level 6. From 2027-2028, the graduation phase will shift from a full year to a one-semester trajectory, in line with other university-wide ambitions. Students will still be able to shape their own graduation trajectories, while the programme safeguards that their trajectories will meet the intended bachelor level. Alumni that talked with the panel mentioned that they felt well prepared for graduation and that they were assessed in a fair way. The panel is positive about the structure of the graduation process, both the current one and the new set-up per 2027-2028 and has reviewed fifteen graduation files from students who graduated in the past two years. The assessments of these files by the panel members correspond to the assessments by the programme's own assessors, demonstrating that the programme has realised the intended learning outcomes at NLQF-level 6. The alumni find employment in a wide range of positions within and beyond the tourism sector and at the level that suits their bachelor's degree. A quarter of them pursue master's degrees. The programme has various ways in which they keep in contact with their alumni. The panel has clearly observed that the alumni have been well prepared to find their way to the labour market, based on their newly acquired competencies.

Contents

Summary 3

Contents 5

Introduction 7

Characteristic Features of the Study Programme 9

Basic Data of the Study Programme 9
Retrospective View of the Previous Accreditation 10

Assessments of NVAO Standards 12

Standard 1 Intended Learning Outcomes 13

Standard 2 Teaching-Learning Environment 17

Standard 3 Student Assessment 25

Standard 4 Achieved Learning Outcomes 32

Final Assessment 37

Recommendations 38

Appendices 39

1. Programme for the site visit 40
2. Documents examined 41
3. Competencies 42

Introduction

This assessment report constitutes the assessment of the Bachelor Tourism Management at HZ University of Applied Sciences. The assessment itself was done by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by HZ, in consultation with the programme representatives. The audit panel was approved by NVAO[1] prior to the assessment process.

In this report NQA describes its findings, considerations and conclusions. It also provides some recommendations for the programme. This report has been drawn up in accordance with the *Assessment Framework for the Higher Education Accreditation System of the Netherlands* of NVAO and the *NQA Guideline 2024 for Limited Programme Assessment*. The site visit took place on 10th February 2026.

The audit panel consisted of:
- Drs. D.J.N.M. (Nies) Rijnders, Chair, Owner Rijnders Onderwijs Advies, until January 2023 Senior Advisor Practice Oriented Research at Avans Hogeschool.
- E. (Enno) Lieder BBA, Panel Member, Senior Marketeer Merk Fryslân/Visit Wadden, Project Leader Interreg 6a WaddenVisie, Merk Fryslân
- J.A. (Joris) Verwijmeren MSc, Panel Member, Senior Lecturer, Chair of two examination boards and Advisor for new programmes at Saxion University of Applied Sciences
- M. (Maud) Kies, Panel Member, Bachelor Student of International Tourism Management BUAS.

Drs. P.R. (Patricia) Molegraaf, NQA Senior Auditor, acted as secretary to the panel.

The programme was part of the audit cluster ‘HBO Toerisme’; submission date with the NVAO: 1st May 2026. The audit panels of this cluster have been aligned with one another primarily through the instruction that panel members have been given about the NVAO assessment framework. From the start, this alignment has been ensured by the overlap between the composition of all the panels. Although each programme assessment is conducted individually, the overlap in panel composition has enabled ongoing reflection on earlier site visits within the audit cluster, wherever relevant. Furthermore, the alignment between panels is guaranteed by the support of the same panel secretary whenever possible, from NQA and other quality agencies, and by employing well-trained panel chairpersons.

Method of working of the panel and process
The study programme has provided a critical self-reflection with supporting appendices for this assessment. To evaluate the achievement of learning outcomes, the panel reviewed fifteen graduate products from graduates who have recently completed their studies. These graduate files have been selected from the alumni of the last two academic years. In this selection, the variety in grading has been taken into account.

The core of the assessment was the site visit by the panel, consisting of expert peers. To prepare the visit, the panel held a preliminary meeting. In the preliminary meeting the panel members

[1] NVAO: Dutch-Flemish Accreditation Organisation

were instructed about NQA's method of working and about the *NVAO-Assessment Framework*. In this meeting the panel members also discussed their tentative findings. During both the preliminary meeting and the site visit, the panel members continuously shared their findings with each other.

During the site visit the panel spoke with various stakeholders of the study programme, such as students, lecturers (assessors) and representatives from the professional field and reviewed several documents (see Appendix 2). At the end of the site visit the panel integrated all the information obtained into an overall picture and a well-argued provisional assessment. In the final oral feedback session the chairperson of the panel communicated the panel's conclusive assessment and its key findings to the programme's representatives.

Staff members and students of the study programme have had the opportunity to approach the panel (via e-mail) in confidence to bring to the attention of the panel those matters they consider important to the assessment. However, nobody made use of this opportunity.

After the site visit a draft report was prepared and first presented to the panel. Based on the panel's input a second draft was produced, which was then shared with the study programme for a check on factual accuracy. The panel members reviewed the reactions from the representatives of the study programme and, wherever necessary, revised the report accordingly. The report was subsequently made final. Based on all information provided (orally and in writing) the panel has been able to reach a well-considered judgement.

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

Utrecht, April 2026

Panel Chair	Secretary to the panel
Drs. D.J.N.M. Rijnders	Drs. P.R. Molegraaf

Characteristic Features of the Study Programme

The Tourism Management programme is a four-year bachelor programme, part of the Business Vitality and Hospitality (BVH) domain of HZ University of Applied Sciences, whose programmes are all of them located in Vlissingen. HZ faces declining student numbers due to demographic developments in Zeeland, where the population of young people is decreasing and ageing is more prevalent than elsewhere in the Netherlands. These trends also affect Tourism Management. As a small-scale programme, fluctuations in intake quickly influence its sustainability. The team is well aware of the vulnerability of working with a relatively small student intake. With 135 bachelor students (December 2025), Tourism Management is one of HZ's smaller programmes, both within the institution and nationally compared to other tourism programmes. Over the last seven years on average 37 students enrolled into the programme every year, roughly half of them international students. Furthermore, the programme is fundamentally integrated into the Living Lab of Zeeland, leveraging the regional tourism and leisure sector as its primary field for practical, authentic education. This collaboration allows the programme to function as a direct knowledge and innovation partner for local businesses.

Basic Data of the Study Programme

Institute	
Name in RIO	HZ University of Applied Sciences
Address	Edisonweg 4, 4382 NW Vlissingen
Website	www.hz.nl
BRIN-number	21MI
Status	Government-funded
ITK	Positive, valid until May 29, 2031

Programme	
First name in RIO	Bachelor in Tourism Management
Location	Vlissingen (The Netherlands)
RIO registration number	35524
Orientation and Level	Bachelor
Language of Instruction	English
All programmes, majors and specialisations	-
Degree and Degree Addition	Bachelor of Arts
Study Load in EC	240 EC
Variant(s)	Fulltime
Working with units of learning outcomes	Yes
Audit cluster	HBO Toerisme
Submission date with NVAO	1 May 2026
Date of site visit by audit panel	10 February 2026
Special feature	Not applicable

Retrospective View of the Previous Accreditation

The previous accreditation panel (2020) gave several recommendations. What follows are these recommendations and the way in which the programme has acted upon them:

Recommendations by visitation panel in 2020:	**Follow-up by the programme:**
1) *The audit panel strongly recommends that the programme continue its efforts to improve the quality of examinations in the bachelor and Ad programmes and, in parallel, further strengthen the examination expertise of examiners.*	Since 2020 the programme has aligned assessments practices with the HZ Assessment Policy. Examiners have participated in calibration sessions within the institute and assessment trainings (BKE, CGI and feedback literacy) to strengthen examination expertise. Furthermore, the programme has implemented updated assessment matrices and rubrics.
2) The panel advises the Ad programme to reconsider its positioning and profile. The added value of an English-language Ad programme has not become evident to the panel. At the same time, English language use does add value to the bachelor's programme, provided that it is implemented consistently. It is up to students to provide the client with a Dutch translation or summary if desired.	Although the Ad programme is not within the scope of the current accreditation process, the programme has stated that it was retained as an English-taught programme. However, the university decided to phase out the Ad Tourism Management programme. The programme is convinced they have solid reasons for providing the bachelor programme in English (see latest visitation report). Concerning the translation for clients: the programme asks students for products in English and advises them to translate these into the language the client prefers, if requested, to meet clients' business needs.
3) The auditors advise the programme to reconsider the four specialisations of the bachelor's programme. The panel understands the reasoning behind retaining expertise in vitality, but if so, few students choose these specialisations, their added value is very limited.	After 2021 the programme discontinued the former specialisations. Their main content was integrated into the broader curriculum and no longer offered as separate tracks.
4) The audit panel advises the programme to structure its interaction with the professional field more effectively, so that practitioners can	Since 2020 the programme has maintained its collaboration with the professional field and interactions via internships, guest lecturers and via the Professional Field Committee (BVC, beroepenveldcommissie). Due to the

systematically contribute input and feedback to the programme.	COVID-19 period and the workload experienced within the small team, formal meetings with the Professional Field Committee were temporarily less frequent. In the last few years, this committee has been reactivated, and practitioners are once again providing structured input on developments in the professional field and on the programme's direction.
5) *In terms of content, the panel advises the programme to establish a clear focus between inbound and outbound tourism. With Zeeland as a living lab, the Healthy Region research group and close ties with the Coastal Tourism Knowledge Centre (KCKT), the programme has unique opportunities to distinguish itself - both nationally and internationally - as the leading programme for inbound tourism.*	The programme has strengthened the collaboration with regional partners, with a focus on the Coastal Tourism Knowledge Centre (KCKT). This has increased the integration of Zeeland-based cases and inbound tourism themes within projects and assignments. The former collaboration with the Healthy Region research group has not continued in recent years, as this group no longer focuses on tourism-related projects.
6) *Finally, the panel recommends that the programme continues to pay attention to the provision of information to students. With such a small learning community, this aspect should not give rise to any comments from students.*	The programme has taken steps to improve communication and information provision by standardising course information within the Learn environment. The information provided there is consistent and coherent across all modules. The programme has kick-off sessions at the start of each module, in which all important information is explained. Furthermore, the programme has reinforced Study Career Coach (SCC) guidance. Direct communication channels and personal guidance have been maintained and strengthened within this small learning community.

The panel has concluded that the programme has adequately followed up recommendations 1, 2, 3, 5 and 6. Recommendation 4 has only recently been addressed; however, the panel is confident about further progress in structured in interaction with the professional field.

Assessments of NVAO Standards

© NQA – Report B Tourism Management HZ UoAS

Standard 1 Intended Learning Outcomes

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

Conclusion

The programme **meets the generic qualities** of this standard. It has based its intended learning outcomes on the 2018 National Profile (NP) for Tourism Management, which are in line with the Dutch Qualifications Framework (NLQF) level 6, the European Qualifications Framework (EQF) and the Dublin descriptors. The graduates are trained to become professionals, managers or entrepreneurs in the tourism and recreation sector. The NP describes core tasks and generic professional skills that will need to be performed at bachelor level as intended learning outcomes, from operational to tactical to strategic levels in the four years of the programme. In its close cooperation with the Coastal Tourism Knowledge Centre, the programme plays an important role in the local economy, of which tourism is an essential part. This local sector is represented in the Professional Field Committee, which advises the programme on current trends and topics in the tourist industry. The panel sees that the programme's professional profile is clear and very well aligned with the local tourist industry. The Professional Field Committee has only recently been installed, having already supported the programme with good advice on current trends and topics in tourism. Therefore, the panel recommends the programme to keep involving the PFC more strongly in developing the curriculum.

Substantiation

Intended learning outcomes and professional profile
The programme has based its intended learning outcomes on the 2018 National Profile (NP, 'Landelijk Opleidingsprofiel') for Tourism Management. These learning outcomes are in line with the Dutch Qualifications Framework (NLQF) level 6, which is in direct connection with the European Qualifications Framework (EQF) and the Dublin Descriptors. This ensures international comparability and consistency for the programme. This bachelor level enables graduates to operate on strategic and tactical levels, independently analysing and solving complex and unstructured issues, contributing to innovation, policy and leadership within the professional field of tourism.

The professional profile from the 2018 NP describes graduates from this programme as professionals who contribute to tourism as employees of an organisation or as entrepreneurs. The programme is educating professionals for responsibilities in the tourism and leisure industries, with opportunities to advance into management, policy and project roles or to start their own businesses. Typical roles include front office manager, operations manager, marketing employee or manager, HR employee or manager, customer service employee or manager, entrepreneur, facility manager, hospitality manager or researcher. According to the 2018 NP

tourism professionals are “curious, broad in orientation, innovative and able to take charge: the requirements of the consumer or the client are the central focus, and hospitality and service orientation are of great importance.” This results in the following four core tasks and the generic professional skills:

Core tasks:	
Organizing and managing	Contributing to the functioning of an organization through operational and/or strategic management.
Initiating and creating	Proactively initiate and create new or updated products and services based on trends and developments that are appropriate for the organization’s target group and strategy.
Realising and implementing	Realizing new or updated products and services in a socially responsible manner that are commercially attractive and in which the tourism professional plans and manages operational and tactical processes.
Putting on the market	Generating sales of the organization’s products and services using knowledge of the market, consumer behaviour, and modern communication and distribution techniques.
Generic professional skills:	
Communication	Communicates and reports tactfully, internally and externally, has good oral and written skills that are appropriate to the target group and social level.
Research competences	Applies both qualitative and quantitative methods within applied research, substantiates choices and reports on them clearly.
Intercultural collaboration	Collaborates in co-creation in an international and intercultural professional environment, realises partnerships and develops networks and chains.
Social responsibility	Finds the right balance between people, planet, profit and purpose in thinking and acting, shows social responsibility, monitors the sectoral agreements on sustainability and recognises the significance and effects of tourist behaviour on a destination.

Appendix 3 gives an overview of the full set of competencies and detailed learning outcomes of the TM-programme.

The programme has an important role in a region where both national and international tourism is one of the key economic activities. This is why both lecturers-researchers and students cooperate within HZ with the Coastal Tourism Knowledge Centre (KCKT), the knowledge partner for the tourism and leisure partners in the area. In its applied research activities KCKT aims to strike a balance between the joint needs of the local inhabitants, economy, nature and living environment. For the TM-programme this ecosystem is part of the ‘Zeeland living-lab’ approach and the integration of applied research in authentic professional contexts. In addition, the programme was built on various international collaborations with partner universities around the world, with several online projects connecting the programme’s classroom to global perspectives. In line with

its international nature, the programme also intends to have a strong focus on hospitality and intercultural communication, with an emphasis on destination management, sustainability, technological developments, and future-oriented generic skills. These themes are also key in the new 2024 NP, which will form the basis for the renewed curriculum from 2026–2027 onwards.

The mastery levels in the programme are built up in accordance with the Dutch ZelCom model. In this model students reach their intended learning outcomes across the four years of the programme in three levels along the dimensions of Independence and Complexity, as follows:

Level 1, operational:	introductory tasks for students, carried out with guidance in a structured context.
Level 2, tactical:	performed mainly in groups of students, in fairly structured contexts, with increasing responsibility and independence.
Level 3, strategic:	bachelor level, students' independent performance in complex professional situations having a broader, more strategic orientation.

The panel finds that the TM-programme has motivated their links with the 2018 National Profile very well, having translated the intended learning outcomes for the tourist industry at NLQF-level 6. The panel members also value the programme's logical development towards including the aims of the 2024 National Platform, with a good move from tour operations and marketing towards destination marketing. In their opinion, the programme's professional profile is clear and very well aligned with the local tourist industry, showing a strong regional embedding for the programme.

Involving the professional field

In addition to the programme's being embedded in the local ecosystem in and around the tourism industry in Zeeland, there is a Professional Field Committee (BVC, Dutch 'Beroepenveld-commissie/ BVC') to advise representatives from the TM-programme. The BVC has members from key organizations from the national and the local tourism sector, such as: the Province of Zeeland, the Municipality of Veere, Zeayou Zeeland hotels, Belgische Loodsensociëteit Hotel, CenterParcs, Landal, ANWB, Island Marketing Schouwen-Duiveland, Impuls Zeeland, and the HZ Coastal Tourism Knowledge Centre.

The programme has indicated that the PFC plays a central role in aligning the learning outcomes and educational vision with the expectations of the professional field. However, the PFC has been inactive for some time, but now the programme wants to re-establish the PFC as a regular and meaningful partner in the development of the programme. Therefore, two meetings took place last year to mark this restart of constructive dialogue between the programme and the professional field. The programme now wants to engage the PFC closely in the further design of the new curriculum, ensuring that the formulated learning outcomes are well aligned with current industry developments and stakeholder needs. Topics from the last few meetings included amongst other things, sharing knowledge, digitalisation, sustainability and destination management. In addition to these formal meetings, the programme also maintains structural connections with the professional field through business partners and real-life cases and

assignments, internships, company visits and guest lectures. This is their way to embed professional perspectives continuously into the learning process.

The panel has talked to a number of representatives from the PFC. It is clear that this committee has recently been installed but the panel has established that they have already supported the programme with good advice on current trends and topics in tourism. This is why the panel recommends the programme to keep involving the PFC more strongly in developing the curriculum, including the design of the new end level learning outcomes, resulting from the 2024 National Profile.

Standard 2 Teaching-Learning Environment

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

Conclusion

The programme **meets the generic qualities** of this standard. Students can choose between the regular four-year curriculum or the three-year Excellence Programme for students having a Dutch pre-university diploma ('vwo') or an international equivalent. The curriculum has a gradual increase for students in the complexity and degree of independence in their learning and working. Various internships help students to apply their knowledge and skills directly in professional settings. The programme is being renewed, getting a stronger focus on destination management and interdisciplinary collaboration. Research skills get ample attention to help students tackle complex issues in the professional practice, preparing them for their research in the graduation phase. Internationalisation and the international environment (about half of the students have an international background) are core features of the programme, with a large variety of options for students for study or placement abroad. The programme's didactic design is linked to the professional practice of tourism throughout, focusing on authentic professional tasks and self-directed learning. Each block centres on a recognizable professional situation or project assignment, to which subject-specific teaching is linked in a variety of teaching methods, which is to add to students' motivation. Admission to the programme follows the standard national framework for bachelor students and international students. Students are satisfied about the guidance they get: there is a thorough social and cultural introduction, and extra facilities for students who need more support. Some students, however, would have been happier with more communication about practical matters at the beginning of modules. The panel has met with a small but well-educated, close-knit, and dedicated teaching team.

Substantiation

Design and contents of the curriculum
There are two curricula to choose from for students: the regular 240 EC curriculum and the180 EC Excellence Programme for students entering with a Dutch pre-university diploma ('vwo') or an international equivalent. Both curricula have been structured in blocks: apart from the graduation phase and the exchange semester, an academic year always consists of four 15 EC blocks. Each block focuses on a central professional situation or project assignment, to which subject-specific teaching has been linked. This block structure, based on a recognizable professional situation, is designed to bring together knowledge and skills in a meaningful context. The programme is positive about this combination of practice and theory to contribute to students' motivation, their actual learning effect, and the transferability of what they learned.

Students progress sequentially through the propaedeutic phase, the main phase, and the graduation phase, with a gradual increase in the complexity and degree of independence in their learning and working. In Year 1 (60 EC) students are introduced to the programme, the tourism sector, and the basics of the core tasks. In Years 2 and 3 (120 EC) students delve deeper into the

core tasks and develop themselves in increasingly complex professional situations, with subjects such as Experience Design, Cultural Awareness, Strategic Stewardship and while working on their professional skills (Business Meetings, Formal Business Communication, Persuasive Presentations, et cetera). There are various internships throughout the programme, enabling students to apply their knowledge and skills directly in a professional environment. In Year 1, students complete an Apprenticeship (10 EC) and in Year 2 an Internship (12.5 EC), focused on further applying knowledge and skills in practice. In Year 4, the graduation phase (60 EC) follows, consisting of a Management Traineeship and a Research Product (thesis or article), in which students demonstrate that they have reached the required final level (level 6). Year 4 (60 EC) focuses on graduation, with students demonstrating that they are functioning at the required final NLQF-level 6 (see also Standard 4). For their graduation Year, students can choose from three options, doing their traineeship and Research Thesis simultaneously, or sequentially or doing a prolonged Traineeship and write a Research Article instead of doing a Research Thesis. The contents and EC division of the curriculum are shown in Figure 1, which goes for students who started in the academic year 2025-2026:

	Q1			Q2			Q3			Q4		
	Nr	Module/course	EC	Nr	Module/course	EC	Nr	Module/course	EC	Nr	Module/course	EC
Year 1	CU37001V3	World of Tourism	13,75	CU37002V6	Operational management	13,75	CU37003V3	Value Creation	13,75	CU37004V2	Apprenticeship	10
										CU37026	HZ Personality TM	3,75
	Foundation course English EN39003 (C1), EN39004 (C2)											5
Year 2	CU37005V4	Experience design	13,75	CU37006V5	Cultural awareness	13,75	CU37007V5	Digital Intelligence	13,75	CU37008V2	Internship	12,5
	CU37029	HZ Personality TM	1,25	CU38201TM	Business meetings	1,25	CU38202TM	Formal business communication	1,25	CU37028	HZ Personality TM	2,5
Year 3		Minor/exchange TM1	15		Minor/exchange TM2	15	CU37009V3	Strategic stewardship	13,75	CU37010V3	Applied research project	13,75
							CU38203TM	Argument writing	1,25	CU38204TM	Persuasive presentations	1,25
Year 4 Option A	CU37011V2	Management traineeship & Research thesis										60
Option B	CU37012V1	Management Traineeship				30	CU37014V2	Research Thesis				30
Option C	CU37015V1	Management Traineeship				45	CU37014V2	Research article				15

Figure 1: Structure of the curriculum (Source: Self Evaluation Report Bachelor TM, HZ, 2025)

In addition to the regular four-year track, the bachelor offers the 180 EC Excellence Programme for students who qualify for this (see above). This enables them to complete the programme in three years instead of four and achieve the required end level at NLQF-level 6. The structure includes the same core modules as the regular programme, but in a more compact design (see Figure 2). It covers the foundation courses in Year 1, deepens in Year 2 with the Applied Research Project, and concludes in Year 3 with the Management Traineeship and Research Article. Thus, the programme ensures that the students achieve all intended learning outcomes within this 180 EC programme. However, this track is used to a very limited extent: in 2022-2023 there were three graduates in this track and now there is only one student working on her graduation in this track.

© NQA – Report B Tourism Management HZ UoAS

	Q1			Q2			Q3			Q4		
	Nr	Module/course	EC	Nr	Module/course	EC	Nr	Module/course	EC	Nr	Module/course	EC
Year 1	CU37001V3	World of Tourism	13,75	CU37002V6	Operational management	13,75	CU37003V3	Value Creation	13,75	CU37008V2	Internship	12,5
										CU37029	HZ Personality TM	1,25
	Foundation course English EN39001 (B1), EN39002 (B2), EN39003 (C1), EN39004 (C2)											5
Year 2	CU37005V4	Experience design	13,75	CU37006V5	Cultural awareness	13,75	CU37007V5	Digital Intelligence	13,75	CU37010V3	Applied research project	13,75
	CU37025	HZ Personality TM	1,25	CU38201TM	Business meetings	1,25	CU38202TM	Formal business communication	1,25	CU38204TM	Persuasive presentations	1,25
Year 3	CU37012V1	Management Traineeship	30				CU37009V3	Strategic stewardship	13,75	CU37014V2	Research article	15
							CU38203TM	Argument writing	1,25			

Figure 2: Structure of the 180 EC Excellence Bachelor curriculum (Source: Self Evaluation Report Bachelor TM, HZ, 2025)

The HZ Institutional Plan 2022-2027 and the 2024 National Profile are central in the programme's curriculum review. Within the Business Vitality and Hospitality domain at HZ, staff are working towards renewed bachelor programmes. From 2026–2027, the *Entrepreneurial Mindset* will become part of all programmes in Year 2, and from 2028–2029, *Interdisciplinary Collaboration* will be introduced as an integrated theme in Year 4. This also applies to the TM programme. During the site visit the panel got a glimpse of the new curriculum, which is still under construction. The blueprint as shown in Figure 3 is currently as follows:

Tourism Management, bachelor programme, Zeeland University of Applied Sciences				
Yr 1:	World of Tourism (15 EC)	Ethical Escapes (15 EC)	Internship (30 EC)	
Yr 2:	Experience Design (15 EC)	Cultural Awareness (15 EC)	Entrepreneurial Mindset (30 EC)	
Yr 3:	Minor (30 EC)		Strategic Stewardship (15 EC)	Destination Zeeland (15 EC)
Yr 4:	Interdisciplinary Collaboration (30 EC)		Graduation (30 EC)	

Figure 3: Blueprint of the new 240 EC bachelor curriculum (Source: presentation on visitation day, HZ, February 2026)

The renewed programme reflects the latest trends in tourism, with a stronger focus on destination management and interdisciplinary collaboration. Students learn how to develop destinations sustainably while working across different fields to tackle complex challenges. In the semester Entrepreneurial Minderset for example students will set up a company together with other students and develop concrete solutions that will be tested and validated. They will improve the solutions and ensure that they realize both economic and social and/or ecological value. During the module Destination Zeeland students apply strategic tools such as forecasting, risk analysis, and spatial planning to assess the environmental, economic, and social outcomes of tourism. Students explore issues like carrying capacity and community well-being while using Zeeland as a living lab for coastal innovation. Working on real-world challenges, they design forward-thinking strategies that make destinations both sustainable and resilient.

The students that the panel talked to are happy with the curriculum and the international environment they are in. They like the creative project work that they do for companies. Yet, they

would prefer to have a better balance in the structure of classes per period: now there are sometimes eight hours each day at the beginning of a period whereas this is reduced to only one or two hours per day later during the period. Still, they are satisfied in general and they would certainly recommend the programme to others. The panel members are also satisfied with the structure and contents of the curriculum, which they consider relevant, up-to-date and at NLQF-level 6. The panel sees that the projects and the professional products that the students deliver are of a solid quality, at the right level and in line with the daily practice of tourism in the region.

Research skills and professorships involved
The programme considers research skills to be essential for students as a means to effectively and professionally tackle complex issues in the professional practice. Therefore, students learn to systematically analyse practical problems, do research on them, and formulate well-founded solutions throughout the programme. In Years 1 and 2 they learn about and how to apply various research methods in projects, with research always serving to develop better professional products. In Year 3, students deepen their knowledge in the Applied Research module, in which they work in groups on specialist questions from a client in the field, often in collaboration with the Coastal Tourism Knowledge Center (KCKT). They learn how to translate the questions from the field into research questions and their lecturers coach them in setting up, conducting, and reporting on their practice-oriented research. In Year 4, the graduation phase, students' research is combined with their management traineeships, which each of them rounds off with a research thesis or research article, in which students demonstrate that they can conduct independent research at NLQF-level 6.

The panel observed that the good contact between the lecturers, the students and the professors from the Coastal Tourism Knowledge Centre from HZ forms a rich and solid basis for practice-oriented research which is close to the programme. The concrete research questions derived from this cooperation range from analysing visitor data to how to strengthen the regional economy or addressing social issues in the crossover with the leisure economy. As a bridge between research, education, and the professional practice, KCKT brings these themes and questions into the curriculum through projects, guest lectures, and graduation assignments. Furthermore, the programme is currently developing a module together with KCKT for the new curriculum.

Internationalisation
Internationalisation and the international environment are core features of the programme. Varying from year to year, in the past six years there were 141 international students among the total number of 260 enrolled students (54%). The programme intends to educate their students to be ready to enter the globalized world, getting skills and experiences to succeed in international settings. The international environment of an English-taught programme is a key element to achieve this.

In addition, the programme is built on international collaborations with partner universities around the world, managed by a dedicated internationalisation portfolio holder within the BVH domain. Apart from traditional and regular student exchanges, the programme engages in several online projects that connect students internationally to get global perspectives. Thus, there are Collaborative Online Intercultural Learning (COIL) opportunities in partnership with universities of applied sciences in Canada and Zanzibar and the programme wishes to extend such partnerships with Finland and Singapore. This is a strategic choice because these are similar

coastal areas. With the university partner in Singapore, students exchange ideas on the circular economy, sharing solutions that can be applied both locally and globally. Through the online partnership with the university in Zanzibar, students create awareness about the waste challenges caused by tourism among various target groups and explore how this waste can for example be transformed into meaningful art and design. With the Canadian partner university, students learn to reflect on ethical issues in the tourism industry, enriching discussions with insights from outside Europe. For the programme these partnerships integrate non-European perspectives into the classroom, students cooperating on real-world challenges, and preparing them to become reflective practitioners in the global tourism sector.

From this and their talks with the lecturers and the management, the panel concluded that internationalisation and the international environment are strong elements in the programme, and in line with their vision on how to educate responsible professionals for the current day tourism sector. The panel sees the value of the solid cooperation with global partners in online projects on sustainable tourism and how the students appreciate their international environment. Moreover, the students have many good options for studying or doing internships abroad.

The English name for the programme
The Tourism Management programme at HZ is taught in English, and also carries an English name, for several reasons. English is the lingua franca of the global tourism and hospitality industry, and Zeeland's own sector is highly international, attracting visitors from neighbouring countries and beyond. Local businesses therefore operate in a multilingual environment where English is the common working language. In this context, by offering the programme in English, HZ prepares students to communicate professionally with international stakeholders, work in multicultural teams, and connect Zeeland's tourism to global networks. In addition, the choice for English strengthens the international character and inclusivity of the programme, making it accessible and attractive for a diverse student body. Finally, the name Tourism Management is not only common practice but also the official Isat denomination, reflecting the national programme profile, which is formulated in English.

The panel agrees with the choices HZ has made to offer the Tourism Management programme in English and having an English name, which is suitable for the highly international tourism sector. From their interviews with the teaching staff and management, the panel has concluded that the staff's command of English as a teaching language is good and further supported by professionalisation activities such as Cambridge Certificate English courses.

Design of the curriculum
The 2015 HZ vision on education centres on three pillars: authentic professional situations, encouraging (collaborative) learning, and developing autonomous professionals. This is why the TM-programme is linked to the professional practice of tourism throughout. The block structure facilitates a regional living-lab approach, focusing on authentic professional tasks and self-directed learning. During the blocks students go on company visits or field trips to enrich the modules with context from the (local) world of tourism. The latest HZ Vision on Education (2024) puts more emphasis on the Sustainable Development Goals (SDGs), and on interdisciplinary collaboration and self-management. Derived from this, the TM-programme now focuses on students' taking charge of their own learning process to better prepare them for their future professions: the programme sees learning as "both personal and professional growth, shaped by interaction and meaningful impact." In addition, the Sustainable Development Goals (SDGs) have

become the programme's guiding principle in projects and assignments, encouraging students to connect professional work to global and regional challenges. Each block centres on a recognizable professional situation or project assignment, to which subject-specific teaching is linked. This block structure integrates knowledge and skills in a meaningful context, which, according to the programme, is intended to contribute to student motivation, the learning effect, and the transferability of what is learned.

A variety of teaching methods is used for this throughout the programme, including lectures, workshops, project-based learning, coaching sessions, peer feedback and self-reflection, and working with learning lines. Hostmanship is an example of such learning lines, and it reflects the programme's commitment to hospitality and service. This is about the 'art of making people feel welcome', a theme which is part of every student portfolio and a guiding principle throughout the study programme. It has been integrated across various modules and portfolios, with for example a mystery guest visit (to evaluate hostmanship at an organisation) in Year 1 and an urban safari focusing on cultural awareness. In addition, the programme uses interactive learning methods such as Lego Serious Play and Maps Tell. The former is a method to combine creative and strategic thinking with hands-on building. Using Lego bricks, students construct models that represent their ideas, experiences, or visions for the future. This helps them to make abstract concepts tangible and encourage dialogue among them. The latter, MapsTell, is a visual tool that helps students gain insight into personality types and communication styles by literally mapping human behaviour. It is divided across three years to enhance students' self-awareness and intercultural communication skills.

Student satisfaction is relatively high, as is also apparent from the national student survey (NSE 2025). The students that the panel talked to also expressed their happiness about the programme. They find the workload manageable, although some find the teamwork in (intercultural) groups to be complex. They like their group work in the projects but sometimes experience a difference in commitment among group members. To be able to manage group effort, groups draw up a code of conduct. But students state that the way this can make impact depends very much on the specific teacher and to what extent he or she maintains the formulated consequences. The panel encourages the team to calibrate on this to prevent free-riding as much as possible.

The representatives from the programme claim that their students value the diversity of perspectives and teaching approaches, as well as the many opportunities to gain work experience and international exposure throughout the programme. They say that rather than focusing on tourism as merely transporting visitors from A to B, the programme takes a holistic approach, encouraging students to understand and manage the broader impact of tourism. The panel also sees that the students appear to be satisfied and have a good degree of commitment.

The panel has got a favourable impression about the didactic design of the programme. They have seen a good mix of standard literature and online sources, which they regard as adequate and up-to-date. They also find the online learning environment good and efficient, well-designed and well-structured per module, and easy to use. Finally, the panel also sees that the programme has operationalised the HZ educational vision effectively into their teaching and learning methodology, which very well suits the small scale at which the programme operates.

Intake
Admission into the Tourism Management programme follows the national legal framework for bachelor students. Dutch applicants must have a havo, vwo or mbo level 4 diploma, while the accelerated three-year track requires a vwo diploma or equivalent. Depending on their language backgrounds international students may have to prove their command of English. In accordance with the Code of Conduct for international students in higher education applying students need to show specific minimum test results from for example international IELTS, TOEFL or Cambridge First exams.

Guidance and information flows
The programme offers guidance to students in various ways. Prior to the start of the programme, each student completes a Study Choice Check (SKC) to gain insight into students' motivation, attitudes, and interests to check how these match the profile of the programme. At the beginning of the academic year, there is a social introduction week with attention to community building, and later there are company visits and regional excursions to get to know the region and the tourism sector in Zeeland. During the first 100 days there is extra attention for student welfare, with study career classes and community-building activities designed to help students find their way in the programme. Each student has their own Study Career Coach (SCC), to support them in their personal and professional development. The programme has strengthened the SCC's role in recent years to better support student success. Students are encouraged to share input during the sessions. Each student has at least one individual SCC meeting per year. Finally, the teaching team has an ongoing informal conversation about the progress of their students.

For more personal and serious matters students may contact the student counsellor and the student psychologist, who work university-wide and are available to help in various areas. Sometimes the SCC refers students to one of these officials, while in other cases students take the initiative themselves. The student counsellor helps with questions about study financing, study progress, and legal issues. The student psychologist helps with issues such as performance anxiety or social problems. In addition, the university offers tailored support for students with social, physical, or mental barriers, in the shape of adjustments to the organization of education and testing, and extra guidance. Examples include extra time for exams, alternative forms of assessment, the use of support tools such as a laptop or software, or the provision of specific study career coaching. The SCC identifies and provides guidance, the counsellor consults with the student to determine which adjustments are necessary and feasible, and the Examination Board assesses whether these adjustments fit within the framework of the programme without compromising the level of education. Management then ensures that these provisions are made available, thus ensuring that all students will get the opportunity to succeed.

Students have several information channels at their disposal. To monitor their study progress, students and SCCs have access to the Osiris administration system, which contains results and student data. Lecturers help students with an explanation and tools on how to use Osiris and all other systems such as HZ Learn, My HZ and the (online) library. Students are generally happy about the support and the information they get from teachers and about the fast responses in online communication. However, some students express the wish for more transparency in communication about changes and practical matters within the programme, particularly at the beginning of modules, as some students mentioned to the panel. These points are discussed with

the team, and, if applicable, between the module coordinator and the lecturers involved take measures to improve this.

The panel finds that student support systems are in place and adequate. Similarly, information and communication flows are generally adequate. Minor improvements are possible and the panel advises the programme to act upon students' suggestions.

The teaching staff
The Tourism Management programme has a teaching staff of seven lecturers (5.8 FTE) and a programme manager (0,5 FTE), all of them having a master's degree. The team is small, close-knit, and dedicated. It has recently been strengthened with several new colleagues, including international ones. The small-scale of operations also contributes to relatively much personal contact between lecturers and students. There is an open-door policy. The limited size of the team also means that most colleagues take on multiple responsibilities and roles. The team considers themselves broadly deployable, which involves tasks that can be taken over from each other, if necessary. Team members have roles such as lecturers, examiners, SCCs, module coordinators (including a graduation coordinator, an SCC/block coordinator and an internship coordinator) and portfolio holders for topics such as Marketing, Education, and Quality, and Internationalisation. The resulting workload is experienced differently, varying between acceptable and high. Communication lines are short and this also helps to discuss and solve workload issues.

Team members are actively engaged in professionalisation, making use of internal and external training opportunities. For new lecturers there are BDB-trainings ('Basiskwalificatie Didactische Bekwaamheid') and BKE courses ('Basis Kwalificatie Examinering'), for more experienced lecturers there are SKE courses ('Senior Kwalificatie Examinering'), and courses in curriculum design. Lecturers who have been appointed as examiners have BKE qualifications. For all lecturers there are courses in Lego Serious Play, Cambridge English, and Solution-Focused Coaching. Moreover, in response to the rapid emergence of GenAI in higher education, lecturers have participated in external GenAI training initiatives. These included a session with the professional field and two GenAI workshops aimed at strengthening both conceptual understanding and practical application of GenAI in education, 2026.

The panel has met with a well-educated and didactically skilled team of professional and engaged lecturers, with solid knowhow of the professional practice. Most of them are experts with much and good experience in the industry, as the students mentioned to the panel too. The panel also considers the team versatile, being capable of managing several roles as part of their daily work to be of service to the students. The panel values the way in which the team manages work pressure together, which makes it possible for everyone to stay on board.

Standard 3 Student Assessment

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

Conclusion

The programme **meets the generic qualities** of this standard. The programme's assessment is based on principles from the HZ Assessment Policy (2025), where the aim of assessment is both *stimulating* student development and *determining* their competence. It describes the process of assessments as a shared responsibility of all stakeholders involved, including careful attention to assessment criteria such as validity, reliability, and transparency. Calibration is to take place before and after exams, randomly. If an exam is part of the graduation programme, there is always a second examiner (four-eyes principle). Moreover, the programme has clear guidelines for the responsible use of AI for students and staff, when to use AI and when not to use it. The panel considers the assessment policy and criteria a good basis for careful implementation by the programme. The panel also observed clear constructive alignment and good examples of tests, where the assessment criteria are in line with the programme learning outcomes and the coverage matrix. There is a good mix of assessment types, matching the nature and content of the learning outcomes. The students that talked to the panel were generally satisfied with the way in which they are assessed in the programme. The panel also appreciates the process around the assessment of the programme's end level but recommends the programme to also deploy (more) external specialists or experts from the knowledge centre in this process. Altogether, the panel is positive about the programme's quality assurance and its procedures, which are boosted by a strong informal quality culture. The Examination Board is in control. Still, the panel has noticed that on average the Assessment Committee checks only three exams per 2,5 years. Therefore, they recommend the Assessment Committee to increase this number to for example checking at least three exams every year for the TM-programme.

Substantiation

Assessment policy
The programme's assessment is based on the principles laid down in the HZ Assessment Policy (2025) and are in line with the Dutch Higher Education and Research Act (WHW). In the HZ vision on assessment, the student takes centre stage: assessment is considered a key driver of the student's learning process. The university wants assessment to be a process of encouraging, adjusting, and stimulating the development of students towards their professional competence. In addition, assessment is a means of external accountability for the achieved levels of students, for this programme end level NLQF 6. Consequently, at HZ the aim of assessment is both *stimulating* student development and *determining* their competence. The regulations for assessment, the process of grading, and the determination of results are described in the Course and Examination Regulations (CER, 2025-2026) and the accompanying Implementation Regulations (IR, 2025-2026). The HZ Assessment Policy describes the process of testing and monitoring the quality of assessments as a shared responsibility of all stakeholders involved. For the TM programme, too, assessing students is a team effort, with team members having various

tasks, and responsibilities. Students can find all information on their assessment in the CER and on Osiris and within the Learn environment.

The panel regards the programme's assessment policy as transparent and coherent. It adequately describes the various assessment criteria that are applicable, such as validity, reliability, transparency, relevance and feasibility of testing. For example, calibration is to take place before exams to ensure that examiners have a shared view of the assessment criteria and their interpretation. Occasionally, examiners also calibrate the results with a second examiner for a small number of students after the assessments have taken place. If an exam is part of the graduation programme, there is always a second examiner (four-eyes principle), or a third one, if the first two examiners have not reached consensus. Furthermore, the programme aims for the entire team to be BKE-qualified. At the time of the visitation, five lecturers are BKE-qualified, two are completing the course. If lecturers are not yet BKE-certified, they are always supervised by a BKE-certified examiner. One of the team members is also completing the SKE-course.

Generative artificial intelligence
The university and the programme have clear guidelines for the responsible use of GenAI for students and staff, when to use GenAI and when not to use it. Students may use GenAI where it suits learning goals and when it does not interfere with valid and reliable assessment. There are tips for lecturers on the Learn page AI for teachers. For example, they can only give AI-generated feedback if they have checked it first themselves as well. Furthermore, if reliability cannot be guaranteed, exams will have to be taken by students under supervision.

The panel finds that the assessment policy and criteria are a sound and solid basis for careful implementation by the programme. The AI guidelines are clear too, and the risks are very well recognized. Yet the panel advises the programme staff to look more closely at GenAI from the needs in the professional practice, as an even better way to translate AI-guidelines into the programme. Travel platforms, for example, utilize advanced AI chatbots and virtual assistants for independently booking, managing, and navigating trips, increasing efficiency for the traveler. AI also helps identify trends in the field and predict behaviour, which is essential for the efficient management of staff, inventory, and logistics.

Assessment in practice
The panel has observed clear constructive alignment, where the assessment criteria are in line with the programme learning outcomes and the coverage matrix. Each block includes summative assessments, which are explicitly aligned with the intended learning outcomes. The design of the assessments follows the coverage matrix and the overall set-up of the assessment programme as specified in the Implementation Regulations, which also includes deadlines for publishing results. Within the programme, students are assessed at different times, in different ways, and in various professional contexts. When students register for the module via Osiris Student they automatically enrol for assessments. Based on these assessments, students earn their study credits.

The programme makes use of a variety of assessment types, matching the nature and content of the learning outcomes. There are seven key forms of assessment: written knowledge tests, oral assessments, assignments, presentations, portfolios, criterion-based interviews and workplace assessments. For each learning outcome in the programme, the coverage matrix shows in which

course it is assessed, through which assessment, in which assessment type, and at what level. The students that talked to the panel were generally satisfied with the way in which they are assessed in the programme.

The panel has looked more deeply into the assessments of three courses. The first one was Cultural Awareness, of which the written parts were clear, complete and consistent, but the panel would also have liked to see an assessment form or a recording of the criterion-based interview. The assessment of the Strategic Stewardship was also clear on what is expected from students, having a good structure, recognizable topics, and clear judgements also around the pass mark. Finally, the panel also appreciated the assessment of the World of Stewardship course, with its clear set-up as a good introduction to the programme, although they considered the way in which the rubrics had been filled in overly holistic, and the cut-off point could have been clearer. Although the panel advises the programme to introduce more uniformity in the design and the assessment of the rubrics, in general they valued the clarity of these assessments and the feedback. They see that these types of assessment match the tuition given, as to contents, form and intended level, being valid and reliable.

Assessment of the end level

Before students are allowed to start working in the graduation phase, they must have completed Year 1 and must have obtained at least 105 EC in semesters 3 up to and including 6. These conditions are explained in the Implementation Regulations and the Graduation Assignment Instructions.

Students can choose from three graduation tracks (see Figure 1):

- Track A is a combination of a thesis and a management traineeship *simultaneously*, with a study load of 60 EC;
- Track B is a combination of a thesis (30 EC) and a management traineeship (30 EC) *sequentially*;
- Track C places greater emphasis on the traineeship (45 EC), with more hours and there are two assignments instead of one; this track places less emphasis on research and students will only have to hand in a Research Article (15 EC).

Most students choose track B.

Figure 4 shows the types of assessment used in the different tracks and how these assessments are weighted in relation to each other. Each assessment must be completed with a minimum grade of 5.5.

Graduation Tourism Management HZ Bachelor

TRACK A - Management traineeship & Research thesis (60 EC)		
Assessment, weighting factor and minimum score		
Professional development plan Research proposal Research thesis CGI, Interview based on portfolio, thesis	15% 20% 30% 35%	5,5 5,5 5,5 5,5

TRACK B - Management traineeship (30EC) & Research thesis (30 EC)					
Management Traineeship (30EC)			**Research thesis (30EC)**		
Assessment, weighting factor and min. score			Assessment, weighting factor and min. score		
Professional development plan CGI, Interview based on portfolio	30% 70%	5,5 5,5	Research proposal Research thesis Thesis defence	30% 50% 20%	5,5 5,5 5,5

TRACK C - Management Traineeship (45EC) & Research Article (15 EC)					
Management Traineeship (45EC)			**Research article (15EC)**		
Assessment, weighting factor and minimum score			Assessment, weighting factor and minimum score		
Professional development plan CGI, Interview based on portfolio	30% 70%	5,5 5,5	Research Article Article defence	80% 20%	5,5 5,5

Figure 4: Graduation and assessment per track (Source: Self Evaluation Report Bachelor TM, HZ, 2025)

Students who start the Management Traineeship will first have to hand in their Professional Development Plan, after one month during this semester. Once this has been approved by their supervisor, they will start on their traineeship during which they compile the details for their Portfolios. They will hand in their portfolios at the end of the semester. Based on their portfolio a Criterion-Based Interview with their examiners will round off this phase. During this interview they must convince their assessors that they acted correctly in various professional situations, showing their competencies and how they mastered the learning outcomes, providing examples.

Students who start on their Research Thesis will first need to write a Research Proposal, with details on their research design, data collection and expected respondents. Students are requested to discuss their proposals in couples, by way of peer review, using the assessment

© NQA – Report B Tourism Management HZ UoAS

form of the research proposal and find a fellow student, to review each other's work. After having processed comments from the peer review, the Research Proposal is finalised and then two assessors will grade the Research Proposal and provide feedback in the assessment form, or orally upon request. When students get a sufficient grade, they can start working on their research thesis, working out their quantitative and qualitative research. The assessment forms for the Research Thesis are also available for students in the Graduation Assignment Instructions, so they know how they will be assessed. Both first and second assessors will assess graduating students' work individually. They will calibrate, have a discussion and agree on their joint assessment. Here too, two assessors will grade the research proposal and provide feedback in the assessment form, or orally upon request. The first assessor is the student's supervisor, who will invite the student who passed and the second assessor to the Thesis Defence. During the Thesis Defence students will get the opportunity, through a presentation and a Q&A session, to convince the assessors that they sufficiently master the learning outcomes, in this case their research skills. The Q&A session will consist of open-ended questions, and the assessors require the students to think critically about their work. A company mentor may be present during the defence, but not in a formal assessing role. Both first and second assessors fill in the assessment form individually, then they calibrate and finalise their results into one final assessment form. To obtain a sufficient grade (minimum of 5.5) all parts of a student's achievements must score 'sufficient' or higher.

Students writing a Research Article, as in Track C, follow roughly similar procedures as described above. During their defence they will be assessed on the reflections they make on their topics and how they have substantiated their choices with theoretical knowledge or the latest trends. They will explain their challenges and how they solved these, and how they will use these skills in future. Then both assessors will also calibrate and arrive at a joint grade on this.

The panel values the process around the assessment of the programme's end level. Assessment forms have been filled in carefully and consistently and there is always a second and independent examiner involved, thus ensuring the four-eyes principle very well. Yet the panel also sees that assessing end level is mainly done internally. Therefore, the panel recommends the programme to also deploy (more) external specialists or experts from the Coastal Tourism Knowledge Centre when assessing the programme end level, in an advisory yet important role.

Quality assurance

HZ has a central Examination Board, a central Assessment Committee and a sub-Examination Board (DEX, or 'Deelexamencommissie') for each domain. The Examination Board is responsible for and guarantees the quality of testing and examination. The TM-programme management is responsible for the quality of assessment implementation. The DEX per domain directs case histories and decision-making at the level of the study programme. The chair of the DEX is a member of the central Examination Board of HZ, which guarantees vertical coordination and assurance and short lines of communication. The central Examination Board carries out its legal tasks and responsibilities, such as assuring the quality of the organisation and procedures around assessments, appointing examiners, granting exemptions, et cetera. The DEX assists the central Examination Board when investigating or making inquiries about all matters concerning the quality assurance of the assessment at the TM-programme. From the central Examination Board's annual report, it appears that the board also checks on the constructive alignment of graduation programmes and on implementing the four-eyes principle correctly. During their talk with the panel, members of the Examination Board indicated that the external peer panel

calibrated the end level of the TM-programme during the mid-term review, where the end level appeared to be in order.

In addition, the Assessment Committee periodically conducts audits of assessments, using the seven phases of the assessment cycle as formulated in the HZ assessment policy, see figure 5. The findings from these audits are used for quality assurance and targeted quality improvement. For example, in the 2023 audit the Assessment Committee reviewed several courses and identified opportunities to strengthen transparency and consistency in assessment. Based on these findings, the programme has implemented improvements, such as clearer alignment between learning outcomes and criteria, improved feedback, and assessor calibration.

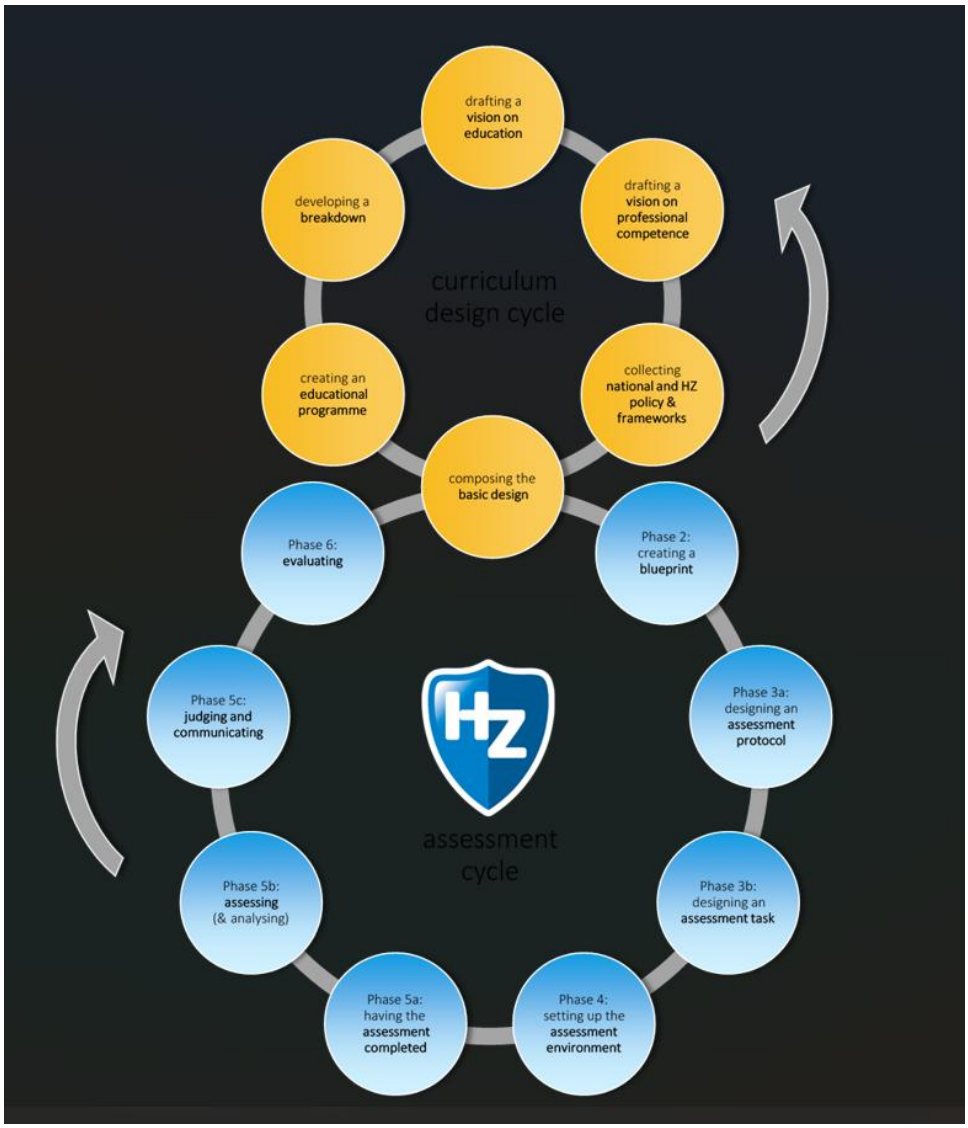

Figure 5: Assessment process on curriculum- and test level (HZ Assessment policy, 2022).

The latest regular assessment audit took place in January 2026, as part of the Assessment Committee's quality assurance cycle, which included the research thesis. During their talk with the panel, members of the Assessment Committee mentioned that they have advised the programme management to check the calibration process more closely. For example, they had

© NQA – Report B Tourism Management HZ UoAS

noticed that there is ample oral feedback for students but this feedback is less visible on the joint assessment form. This also goes for calibration, which is done frequently but not always laid down on paper. They advised the programme to change this accordingly. The panel is satisfied with the thoroughness of the review by the Assessment Committee. However, the panel has noticed that on average the Assessment Committee checks only three exams per 2,5 years, which they consider to be a low number. This is why the panel recommends the Assessment Committee to increase this number to for example checking at least three exams *every year* for the TM-programme.

To ensure that the final level meets the standards, the Examination Board mandates the Assessment Committee to audit the quality of the end level, which was last executed in January 2026, in a sample of six research theses.

The Assessment Committee concluded that for all assessed components, the learning objectives were clearly derived from the competencies and professional situations and that the assessments within the Management Traineeship and the Research Thesis (Proposal, Thesis, and Interview) together form a clear and recognizable learning path in which the final level is met. Additionally, at various moments external parties are invited to give their opinion about the final level of the programme, specifically during the Midterm Review (HZ, 2023) and through participation in the LOTM WEL-committee (a working group from the National Platform TM calibrating graduation dossiers). Based on this information, the programme has been able to conclude that the achieved level of students' graduation work meets bachelor standards.

Finally, the Examination Board assigns examiners. It uses two criteria for assigning examiners: examiners must have a minimum level of education and must have completed their BKE. The panel considers these to be reasonable quality requirements. Yet the panel wants to advise the Examination Board to add a third criterion for assessments that have the form of a Criterion-Based Interview. As these interviews are getting more important to prove individual assessment results with the growth of AI in higher education, according to the panel it is important that the examiners are well-trained in conducting such interviews.

The panel assesses that both the structures and the procedures of the quality assurance process are in place, and carefully managed by the relevant stakeholders. Besides this, it sees a strong informal quality culture, as a drive among all stakeholders to further improve the programme. The Examination Board duly carries out its legal tasks, also taking part in calibration sessions, but the panel sees room to intensify their activities regarding the assessment of end level. The panel establishes that the Examination Board has opted for a relatively limited assessment in which it is primarily checked whether procedures have been followed correctly, whether all intended learning outcomes are reflected in the final-level assessment and whether the assessment of the test is transparent and verifiable. The panel encourages the Examination Board to discuss if it were desirable to broaden the scope of its assessment by including statements about the quality of the contents of the final level.

Standard 4 Achieved Learning Outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Conclusion

The programme **meets the generic qualities** of this standard. Depending on their own preferences, in Year 4 students can choose from three graduation tracks with varying combinations of their management traineeship and research: some can spend more time on the one, some on the other. In track A they can do a thesis and a management traineeship *simultaneously,* in track B (chosen by most) they do the one first then the other, and track C puts more emphasis on the traineeship, with two assignments instead of one and rounded off with a smaller research article. In all tracks they must prove that they have acquired the required professional competence at NLQF-level 6. From 2027-2028, the graduation phase will shift from a full year to a one-semester trajectory, in line with other university-wide ambitions. The emphasis then moves towards making (more) impact for clients. Students can still shape their own graduation trajectories, while the programme safeguards that their trajectories will meet the intended bachelor level. Alumni that talked with the panel mentioned that they felt well prepared for graduation and that their assessment, afterwards, was fair. The panel is positive about the structure of the graduation process, both the current one and the new set-up per 2027-2028. The panel has reviewed fifteen graduation files from students who graduated in the past two years. The assessments of these files by the panel members correspond to the assessments by the programme's own assessors, making the panel conclude that the programmes demonstrates that they have realised the intended learning outcomes at NLQF-level 6. The alumni find employment in a wide range of positions within and beyond the tourism sector and at the level that suits their bachelor's degree. A quarter of them pursue master's degrees. The programme has various ways in which they keep in contact with their alumni. The panel has clearly observed that the alumni have been well prepared to find their way to the labour market, based on their newly acquired competencies.

Substantiation

Structure of the graduation programme
In the final phase of the programme, students demonstrate that they have acquired the required professional competence. The graduation phase consists of Year 4 (60 EC). The TM-programme wants the students to demonstrate that, as entry-level professionals, they are able to analyse complex issues as professionals in the tourism industry. They do this in Year 4 by conducting practice-oriented research and by developing and substantiating sustainable and innovative solutions in collaboration with relevant stakeholders in the industry. The graduation assessments explicitly require students to demonstrate NLQF-level 6 competences. For this, they create an evidence-based professional product or products, based on their independent analysis and substantiated professional judgement.

Students can choose from three graduation tracks (see details in Standard 3), because the programme management finds flexibility an important principle to be of service to students in the graduation phase of the programme. Thus, by providing these three tracks, students can tailor Year 4 to their own professional goals and ambitions. All students complete a traineeship, ensuring that they meet the same learning outcomes and gain practical experience in the tourist industry. Students who are eager to enter the labour market after their graduation often choose to complete their traineeship in the second semester, increasing the likelihood of employment at the company of their traineeship. Students intending to pursue a master programme typically end with the thesis. Other students, who prefer to further strengthen their professional experience, choose the long traineeship option (Track C). Although Track B focuses on a more intensive research process, the expected bachelor level of all tracks is identical, even though the formats differ in scope and emphasis. The programme sees that having these three tracks, each with their own timelines, also contributes to a more balanced assessment workload across the academic year.

From 2028-2029, the graduation phase will shift from a full year to a one-semester trajectory, after the domain-wide Interdisciplinary Collaboration in the first semester of Year 4 at HZ. Graduation will remain focused on a traineeship always combined with a professional end-level product that contributes to a real-life challenge in the tourism sector.

In their session with the panel, the alumni mentioned that they felt well prepared for graduation and that their assessment, afterwards, was fair. They took part in preparatory classes, such as Strategic Stewardship, a module on doing research in a group beforehand, or a course in statistics (data analysis, SPSS). They say they always got adequate feedback from their lecturers when they requested this.

The panel is positive about the structure of the graduation process, both the current one and the new set-up per 2027-2028. In this new graduation programme, there will be a stronger emphasis on the professional product(s) by the students, which is a good development in the eyes of the panel.

Products by graduates
The panel has reviewed fifteen graduation files from students who graduated in the past two years. These fifteen files reflect the graduation level in this period, divided across the three graduation tracks and based on students' grades, with grades on the research proposals, research theses and defences, varying from 5.5 to 9.0. The assessments of these files by the panel members correspond to the assessments by the programme's own assessors. Thus, the panel is of the opinion that with these graduation files the programmes demonstrates that they have realised the intended learning outcomes at NLQF-level 6, and that these files are very much in line with the requirements of the professional practice at bachelor level in the tourism sector. In some cases, the quantity of the data gathered and the number of respondents in the research done by the students could have been higher, and therefore the panel advises the programme to set requirements on the minimum quantity of data and the minimum number of respondents that students must gather for their research.

The following three examples are good examples of the type of graduation products by students from the programme. The first is a research article by a student focusing on the discrimination that LGBTQ+ Gen Z tourists face in especially Eastern Europe, and how this affects their travel

habits and mental health. This is why these tourists usually change their travel plans and turn to coping mechanisms, such as looking for LGBTQ+ friendly locations. The research concludes that more work must be done by the travel industry and policymakers to encourage diversity and guarantee that LGBTQ+ travellers have safe travel experiences. Another example is a research thesis on the way in which digital nomads and residents interact and integrate socially and culturally on the island of Curacao. Digital nomads appear to prioritize freedom and exploration over sustained local engagement. The residents show mixed perceptions of digital nomads and there are linguistic and socio-economic gaps, which are in the way of meaningful interactions, reinforcing a sense of separation. The research provided valuable insights to improve this for the commissioning organization, whose mission is to promote harmonious relationships within the community, with pathways to better balance economic growth and social cohesion. The last example is a local study investigating the factors contributing to the job satisfaction of front desk employees in hotels in the municipality of Veere. Key themes were working conditions, management support, workload, and opportunities for growth. The research proves that positive workplace environments and team dynamics enhance job satisfaction, while staff shortages and high workloads pose challenges. Most of all, the results mention the importance of the management addressing these issues to enhance job satisfaction and service quality. This will also lead to better customer experience and operational efficiency.

Alumni in the work field

The programme has indicated that their graduates are broadly trained and find employment in a wide range of positions within and beyond the tourism sector and at the level that suits their bachelor's degree. Graduates typically work in international and service-oriented environments, applying the practical, strategic and communicative competences developed during the programme. Examples of positions they fill after graduating are assistant manager, front office host, travel advisor, destination marketing assistant, marketing advisor, policy advisor, operations manager or entrepreneur. Graduates also enter roles in hospitality or customer service, or in junior research-related positions. The programme claims that the work field values the graduates for their critical thinking, creativity, resilience, digital skills and other soft skills. Because they are well trained in project-based assignments, graduates demonstrate strong (intercultural) teamwork and problem-solving skills. Moreover, graduates' employers find that graduates can work independently, adapt quickly and contribute to operational and tactical decision-making, which aligns with the expected NLQF-level 6.

From the HZ Graduate Survey in 2024, to which nineteen Tourism Management graduates responded**,** seven of them appeared to have found employment shortly after graduation. Six of them found work in the province of Zeeland at the company of their Management Traineeship, five of them continued their studies with a master programme, and one of them started a company. According to this survey, six of them were still looking for a suitable position shortly after graduation, but the programme representatives know that many graduates choose to travel before settling into a job or before they choose a master. Some return to their home country or find jobs abroad. Moreover, results from the HBO-Monitor 2024 (n=11) show that all graduates were employed at the time of the survey and 75% indicated that their position matched their educational level. 67% were satisfied with their current job. Approximately 25% of these graduates continue their studies after graduation.

Alumni relations are maintained through the HZ Alumni Platform, coordinated by The Work Zone (HZ's internship and career centre), which connects alumni through events, LinkedIn and newsletters. The programme keeps in close contact with the alumni via LinkedIn, but also through guest lectures and the Professional Field Committee.

The panel values the way in which the Tourism Management programme prepares students for the tourism industry. It has become clear to the panel how the alumni have been well prepared to find their way to the labour market and why their employers in this sector are satisfied about them.

Final Assessment

Assessments of the Standards

The audit panel comes to the following judgements about the standards:

	Bachelor Tourism Management HZ
Standard 1 Intended Learning Outcomes	Meets the generic quality requirements
Standard 2 Teaching-Learning Environment	Meets the generic quality requirements
Standard 3 Student Assessment	Meets the generic quality requirements
Standard 4 Achieved Learning Outcomes	Meets the generic quality requirements

The judgements have been weighted in accordance with the NVAO assessment rules. Based on this, the audit panel has assessed the quality of the existing Bachelor Tourism Management of HZ University of Applied Sciences as **positive**.

Recommendations

The audit panel has the following recommendations for the study programme:

Standard 1

- The Professional Field Committee has only recently been installed, having already supported the programme with good advice on current trends and topics in tourism. The panel recommends the programme to keep involving the PFC more strongly in developing the curriculum.

Standard 3

- The panel sees that assessing the end level is mainly done internally. Therefore, the panel recommends the programme to deploy (more) external specialists or experts from Coastal Tourism Knowledge Centre when assessing the programme end level, in an advisory yet important role.

- The panel has noticed that on average the Assessment Committee checks only three exams per 2,5 years, which is why the panel recommends the Assessment Committee to increase this number to for example checking at least three exams *every year* for the Tourism Management programme.

© NQA – Report B Tourism Management HZ UoAS

Appendices

1. Programme for the site visit

Time	Subject	Participants
08:30 - 08:45	**Welcome**	HZ – Edisonweg 4 Vlissingen
08:45 - 09:05	**Introduction / presentation**	Programme Manager Alumnus Curriculum Developer
09:05 - 10:30	**Study of materials**	Explanation HZ Learn and materials - student & lecturer (first 20 min)
10:30 - 11:15	**Interview with students**	Year 1 Year 1 (BoS) Year 2 Year 3 Year 3 (BoS) Year 4 Year 4
11:15 - 12:00	**Interview with professional field and alumni**	Eilandmarketing Schouwen-Duiveland De Belgische Loodsensociëteit Geopark Schelde Delta Impuls Zeeland Kenniscentrum Kusttoerisme (KCKT) Alumnus Alumnus Alumnus
12:00 - 12:45	**Lunch & panel deliberation**	Panel
12:45 - 13:00	**Mini workshop & energizer**	
13:00 - 14:00	**Interview with lecturers**	Curriculum Developer Study Coach, Curriculum Developer Graduation Coordinator Study Coach, PFC? Member Study Coach, Board of Studies Member Study Coach, DEX-Member
14:00 - 14:15	**Internal panel deliberation**	Panel
14:15 - 15:15	**Interview on assessment and assurance**	Chair DEX Assessment Committee Study Coach, Curriculum Developer Graduation Coordinator Curriculum Developer
15:15 - 15:30	**Internal panel deliberation**	Panel
15:30 - 16:15	**Interview with management**	Programme Manager Domain Director
16:15 - 17.15	**Internal panel deliberation / pending issues**	Panel
17.15	**Feedback session**	

© NQA – Report B Tourism Management HZ UoAS

2. Documents examined

Self-Evaluation Report, Bachelor of Tourism Management HZ, 2025

1 HZ Institutional plan 2022-2027
2 BVH Transformation Roadmap
3 National profile 2018
4 National Profile 2024
5 Educational vision HZ Tourism Management
6a Implementation Regulations (IR) Bachelor Tourism Management 2024-2025
6b Implementation Regulations (IR) Bachelor Tourism Management 2025-2026
7 Coverage matrix
8a Course and Examination Regulations (CER) HZ 2024-2025 Bachelor full-time
8b Course and Examination Regulations (CER) HZ 2025-2026 Bachelor full-time
9 HZ Vision on Education (2024)
10 Expertise matrix
11 National Student Survey 2025 (NSE)
12 Policy Studying with a need for support – Equal opportunities policy (2022)
13 Assessment policy 2025 (NL)
14 Annual report of the Examination Board (NL) (2024)

Other documents available in the NQA Portal:

- Student chapter
- 15 Graduation files
- Minutes of the workfield committee (BVC)
- Minutes of the Board of Studies (BoS)
- Annual plans and review

On the visitation day, other relevant materials such as educational materials from representative courses and a selection of associated work, were accessible via a HZ Learn page.

3. Competencies

Description of the competencies of the study programme Tourism Management		
0	**Tourism Professional generic skills**	
	0.A.	Communicates and reports tactfully internally and externally, has good oral and written skills that are appropriate to the target group and social level
	0.B.	Applies both qualitative and quantitative methods within applied research, substantiates choices and reports on them clearly
	0.C.	Collaborates in co-creation in an international and intercultural professional environment, realises partnerships and develops networks and chains
	0.D.	Finds the right balance between people, planet, profit and purpose in thinking and acting, shows social responsibility, monitors the sectoral agreements on sustainability and recognises the significance and effects of tourist behaviour on a destination
	0.X	Searches how to make a difference as an individual, as part of a team and/or as part of an organisation through the use of 21st century skills and hostmanship, reflects on his/her own actions in this, learns from it and continuously develops in acquiring these skills
1	**Central task Organising and managing**	
	1.1.	Controls operational and tactical business processes, even when there is little structure and/or there are uncertain factors
	1.2	Ensures that the organisation's actions comply with the legal frameworks applicable to the situation
	1.3.	Assesses the financial situation of a company, for example by means of a balance sheet, income statement or cash flow statement
	1.4.	Assesses financial reporting, analyses relevant key figures and draws up departmental budgets, before and after calculations
	1.5.	Calculates commercial decisions and applies the basis of revenue management
	1.6.	Analyses and improves behaviour in organisations, paying attention to organisational structure and culture, complexity of behaviour in organisations, intercultural management, leadership styles, change management, networks
	1.7	Draws up strategic policy that optimises stakeholder interests and enriches the natural, cultural and social environment (value driven), and sets out this policy using strategic analysis, sets strategic options, implements strategic goals and evaluates strategic choices.
	1.8	recognises, processes and uses relevant data for decisions and substantiates these
2	**Central task Initiating and creating**	
	2.1.	Maps the relevant factors of a destination (intelligence)
	2.2.	Identifies and analyses trends in the external environment and converts the results into strategy, policy and new or innovated products and services for a specific target group and uses new technologies where necessary/where possible
	2.3.	Sees opportunities and renews current products, services, experiences and processes or creates and designs new ones in a creative, innovative way
	2.4	Makes a budget for required investments, estimates income flows, budgets cash flows and analyses investments and weighs them on feasibility and earnings
	2.5.	Takes into account related legal aspects when initiating and creating new or innovated services and products
3	**Central task Realising and implementing**	
	3.1.	Uses the economic factors within a destination for the improvement of realisation and implementation
	3.2.	Makes, partly based on value creation for the customer, hospitality and services part of the (new) product/(new) service
	3.3.	Plans operational and tactical business processes, even when there is little structure and/or uncertain factors and makes decision-supporting calculations
	3.4.	Develops, implements and evaluates a change process in a creative, fast and accurate manner, sets up operational processes, implements, and/or optimises them
	3.5.	Adapts management information systems and creates a (new) structure for data processing
4	**Central task put on the market**	
	4.1	Collects and analyses relevant data so that based on them decisions can be made
	4.2	Applies knowledge on consumer behaviour and technology for the right market approach
	4.3	Develops marketing strategy and makes strategic marketing decisions using the right method
	4.4	Calculates promotional costs and weighs these with an eye to the intended goal and alternatives
	4.5	Takes into account legal aspects when putting new or innovated services and products on the market

© NQA – Report B Tourism Management HZ UoAS