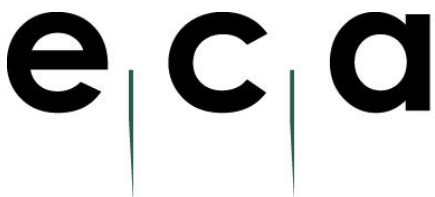


Assessment report

Bachelor Programme (BBA)
International Hospitality Management
Stenden University of Applied Sciences
Leeuwarden, The Netherlands



Certificate for Quality in Internationalisation



European consortium for accreditation

Assessment report

- Bachelor of Business Administration in Hotel Management

(Stenden University of Applied Sciences)

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ECA OCCASIONAL PAPER

Author: CeQInt Project

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Lifelong Learning Programme



Education and Culture DG

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Glossary

BBA	Bachelor of Business Administration
CBL	Case Based Learning
EEA	European Economic Area
EHEA	European Higher Education Area
GM	General Managers
HE	Higher education
HMS	Stenden Hotel Management School
HRM	Human Resources Management
IBC	International Branch Campus
IaH	Internationalisation at Home
IHM	International Hospitality Management
MINT	Mapping Internationalisation
Moco	Module Coordinator
NUFFIC	Netherlands Organisation for Cooperation in Higher Education
NVAO	Accreditation Organisation of The Netherlands and Flanders
PBL	Problem Based Learning
PCP	Professional Conduct Profile
PDP	Personal Development Plan
QA	Quality assurance
RWL	Real World Learning
SER	Self-Evaluation Report
Stenden HMS	Stenden Hotel Management School
Stenden	Stenden University of Applied Sciences
SUAS	Stenden University of Applied Sciences
STURA	International Student Representative Council
SSW	Study Start Week
UAS	University of Applied Sciences

1. Executive summary

The Bachelor programme International Hospitality Management (IHM) at Stenden Hotel Management School (HMS) of Stenden University of Applied Sciences (SUAS), Leeuwarden, NL, was assessed by the Accreditation Organisation of The Netherlands and Flanders (NVAO). The assessment procedure took place within the framework of the Certificate for Quality in Internationalisation (CeQuInt) project. NVAO convened an assessment panel which studied the self-evaluation report and undertook a site visit at Stenden HMS, Leeuwarden, NL, on October 27/28, 2014.

By assessing the internationalisation policy of Stenden HMS against the CeQuInt Standards and Criteria the panel came to the following conclusions:

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

Not only the qualifications required for employment of the graduates but also the international structure of Stenden University of Applied Sciences (SUAS) which comprises international branch campuses (IBCs) in South Africa, Qatar, Indonesia (Bali) and Thailand make internationalisation a natural dimension of the institutional development strategy and of the educational concept of the HMS.

The minutes of the board meetings and the results of the Stenden staff satisfaction survey of 2012 as well as the interviews with representatives of students, staff and the professional field during the site visit showed proof of the fact that the stakeholders support the internationalisation goals.

A great advantage for staff and students of Stenden results from the possibility of spending time at one of the IBCs and for the students and teachers of an IBC to study or work at Stenden HMS.

The panel concluded that the internationalisation goals for the programme are very well substantiated and documented. They are a clear reflection of the institutional goals of Stenden HMS and SUAS, and they are widely supported by internal and external stakeholders. The panel recommended, however, that Stenden HMS should intensify the cooperation with external stakeholders (representatives of the hospitality business,

alumni) and to try and make at least one semester abroad an obligatory part of the education in IHM.

Criterion 1b: Verifiable objectives

Stenden HMS has outlined its internationalisation strategy in a document that is reviewed and updated yearly “with input from faculty and the International Advisory Board”. (SER, p 10)

Verifiable objectives with respect to internationalisation and intercultural competencies have been formulated for the following dimensions of the International Hospitality Management programme:

- Learning outcomes and their assessment
- Real World Learning, facilitating the educational concept of Problem Based Learning (PBL) in small groups of students with different cultural backgrounds (whenever possible)
- Career development
- Languages
- Coordination of learning and teaching across the IBCs by means of annual International Module Coordinator (Moco) conferences
- Quality assurance of applied research for the Bachelor thesis which is frequently performed in an international or foreign host company
- Advancing cooperation with the international hotel industry

Comparable objectives and monitoring processes have been defined and implemented for

- Faculty (staff) development and practices
- Student composition, facilities and mobility
- Creating new IBCs, expanding international partnerships and seeking international accreditation for the IHM programme, and
- Fostering research as a means of propping up the academic qualification of the teaching staff and of grounding new Master programmes by further developing the Academy of International Hospitality Research

The panel concluded that In the course of the last two years the strategic goals of HMS have been substantiated by verifiable objectives and a succession of periodically updated implementation plans. The implementation processes and the achievement of the objectives are monitored in order to guarantee that the internationalisation goals are reached.

Criterion 1c: Measures for improvement

Stenden HMS monitors and evaluates all its managerial and educational activities at the main campus in Leeuwarden and on the IBCs. The main focus of these controlling activities in the field of internationalisation is on the programme quality across all campuses, the effectiveness of student and staff mobility, and the quality of the Internationalisation-at-Home (IaH) activities.

At Stenden headquarters an International Student Representative Council (STURA), a Staff Participation Council and the Advisory Board give feedback regularly on various issues, including internationalisation, while a Relations Manager International Branch Campuses supports the IBCs, seeks to improve communication between the campuses and aligns IHM activities with the institution-wide Department of International Affairs

The panel found that Stenden HMS has a comprehensive quality assurance and improvement system in place which covers all internationalisation activities. Evaluations, audits, surveys, reports, reviews, conferences and other forms of oral and written feedback are part of a regular PDCA cycle.

Overall conclusion regarding Standard 1: Intended internationalisation

The panel agreed that in its Bachelor programme IHM Stenden Hotel Management School has not only met but systematically surpassed the underlying criteria of Standard 1. The way Stenden HMS has substantiated its internationalisation goals and translated them into operational objectives and monitored action plans can be regarded as an exemplary practice.

The panel therefore assessed *Standard 1: Intended internationalisation as good*.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The IHM curriculum clearly defines international and intercultural aspects of the curriculum for each group of competences that together form the IHM Competence profile. The IHM competence profile relies: (1) on the National Competence profile, and (2) on the Dublin Descriptors to ensure congruity between the competences and the level of the programme. The intended international and intercultural learning outcomes correspond with the programme’s internationalisation goals. The learning outcomes are clearly documented and presented to the different stakeholder groups of the IHM study programme.

Because of the consistent, coherent and transparent presentation of the intended learning outcomes in different documents the panel assessed this part of the school's performance as an exemplary practice that should be given prominence.

Criterion 2b: Student assessment

For each module the assessment methods are explained to the students in the module guide. The school uses different assessment approaches: written reports, presentations, tests and personal portfolio. The methods are in accordance with the subject of study and the teaching method. As the whole study programme aims at developing international and intercultural competences (five out of ten competences in the IHM Curriculum refer to the internationalisation aspect) and as the teaching and learning processes take place in groups of students with different cultural backgrounds, the international and intercultural learning outcomes are part of the regular assessments.

The assessment methods are formative as well as summative.

The students are obliged to produce a career development portfolio, which includes the Personal Talent Passport and the Professional Conduct Profile. In the portfolio, the personal and professional goals are laid down for the whole study process.

During the placement period the placement mentor (representing the school) and the business mentor (representing the host company) assess the student's learning progress. The student's final work (Management Project) is assessed by a group of experts in the particular area of knowledge. Finally the student's learning outcomes are assessed in the form of an interview.

The panel members agreed that the methods used to assess the students' progress during the whole study process are suitable for giving an overall picture of the students' learning outcomes of each year. The panel saw this practice - the gradation of assessment methods during the whole study process and the participation of different professionals in the assessments - as an excellent example for determining the students' progress.

Criterion 2c: Graduate achievement

The last alumni survey with respect to labour market appraisal was carried out in June 2014 and the results were presented in the Self-Evaluation Report (SER). During the interviews graduates confirmed that the school collects these data periodically.

The alumni survey, in which almost all participants were from The Netherlands, shows that the graduates did achieve the international and intercultural learning outcomes intended by the IHM programme.

During the panel's interviews with the employers the quality of the Stenden graduates was confirmed. Stenden graduates are therefore usually preferred to other applicants in the selection process for employment.

However, the panel suggested, Stenden HMS should collect more detailed data on the graduates' success on the labour market. The panel also emphasized the necessity to develop a genuine alumni policy with the aim to encourage the cultivation of relationships among the graduates on one hand and between the graduates and the school on the other hand.

Overall conclusion regarding Standard 2: International and intercultural learning

The panel deemed the underlying criteria of this standard to be systematically surpassed. The panel was impressed by the school's approach of deriving (international and intercultural) learning outcomes from the national competence profile and (inter)national guidelines. The document was found to be aligned with the organizational (internationalisation) policy of Stenden HMS and with the IHM curriculum. The module guides were considered to be an excellent example for the communication of the programme goals to the stakeholders (especially to students and staff). The second very important practice was seen in the assessment and documentation of student progress during the whole study process through the application of various methods and the engagement of different internal and external professionals as assessors.

The panel was convinced that these aspects can be regarded as an exemplary practice.

The panel therefore assessed *Standard 2: International and intercultural learning* as **excellent**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The curriculum (entirely in English) is linked in a very convincing way to the international business environment of hotel management. The content of the first 10 core modules (2½ years) is fixed. The students spend 10 weeks during their first year, 5 weeks during their second year and another 5 weeks during their third year within Stenden Hotel in an operational, supervisory and managerial role, respectively. These in-company business operations are also carried out in English. This enables the students to apply the English language in a real business context.

The broad and international educational programme includes international exchange options that are offered with the support of a professional team of staff. Minors are a special feature of the so-called Grand Tour to one of the international branch campuses. These allow all students to achieve all international and intercultural competencies at the level and at a location they prefer.

During the fourth year a 10 months industry placement is compulsory. The assessment during industry placement extends explicitly to items related to the international competencies to be acquired.

The panel concluded that the content and the structure of the curriculum provide the means for achieving the intended international and intercultural learning outcomes in an exemplary way.

Criterion 3b: Teaching methods

The teaching methods at IHM are based on the model of Problem Based Learning (PBL) in groups of students with different cultural backgrounds, combined with research for the Bachelor thesis. Theory and practice is linked during weekly PBL coaching sessions. All students are supported by study career coaches who monitor their progress. HMS offers its students to study at the Stenden International Branch Campuses, where the teaching staff applies different methods of learning.

A lot of attention is given to behavioural aspects of learning that are considered to be crucial in the hotel business.

During the industry placement, cultural empathy is assessed by means of a company evaluation of the students' conduct and in the course of at least one meeting with the IHM placement supervisor. Additional assessment of the Bachelor thesis by a second and an external assessor is applied in order to safeguard the intended educational standards across all campuses.

The panel found that the concept of real world learning as applied in the IHM programme is unique. It is well designed and there is a good fit between the curriculum and the teaching methods. The methods are continuously monitored and improved; they allow the international hotel management students to achieve the intended learning outcomes and to effectively learn how to work in an international business environment.

Criterion 3c: Learning environment

Stenden HMS provides a study environment which reflects to the greatest possible extent the environment the students will face as professionals in their field (i.e. Real World environment). Student representatives emphasized that the School is "internationally friendly" and that there are many events allowing them to meet and become friends with their colleagues. This is also facilitated through the Problem Based Learning concept because the combination of PBL with operational, tactical and managerial learning tasks in a chain of in-company hotels and restaurants allows students to take responsibility for complex tasks and to reflect on their learning.

There are many modern facilities suited for enhancing the student learning experience at Stenden HMS, but the student representatives complained that some of the services are relatively expensive and should be included in the tuition fee.

The panel concluded that the learning environment offered by IHM provides an excellent basis for the education in international hotel management. It is extremely well suited for achieving the intended international and intercultural learning outcomes and offers dynamic and rich conditions for students to learn.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel found that the curriculum is very well structured, offering all components relevant for the achievement of the programme’s intended international and intercultural competencies. The teaching methods are adequate; they get reviewed and updated in collaboration with colleagues from the International Branch Campuses.

The learning environment offered to the students is an outstanding example of learning conditions; it is excellently suited for the education of students in international hotel management. All criteria of Standard 3 are systematically and substantially surpassed.

The panel therefore assessed *Standard 3: Teaching and Learning* as **excellent**.

Standard 4: Staff

Criterion 4a: Composition

The concept of combining academic and professional, hands-on education for an international employment sector requires academic staff, practical instructors, and support staff that do not only speak English fluently but have a relevant international background. The recruiting criteria for all teaching staff comprise language skills (English proficiency at level C1 or C2), an academic qualification at least one level above the degree of the programme in combination with professional expertise and experience of working and/or teaching abroad.

The panel concluded that the composition of the staff is appropriate for the achievement of the intended international and intercultural learning outcomes. The recruitment guidelines in combination with Stenden’s staff development programmes warrant the necessary academic and professional qualification of the teaching and support staff.

The panel recommended, however, to further expand the research capacity of Stenden HMS in order to base its strategic planning on reliable information about international trends in the development of the hospitality business and on the future requirements for employment of Stenden’s graduates.

Criterion 4b: Experience

Almost half of the teaching staff have worked abroad prior to their employment at SUAS; 30% have received post-secondary education outside of the Netherlands. “... at present 71% of all academic staff has English level C1 or C2. In total 87 staff list three languages on their CV, while 42 list four or more languages.” (SER, p 18) However, 65% of the Practical

Instructors and 80% of the Support Staff need additional training in English; therefore the language upgrading project of 2010 is ongoing.(Ibid.) “Building intercultural competencies in all staff is an ongoing process and trainings are held for staff so that they are capable of identifying and relating to the different educational backgrounds and systems that Stenden students come from.” (Ibid.) In addition to the courses on intercultural awareness as part of the “Stenden Professional” programme the HMS motivates and supports swap of teachers between IBCs.

The panel concluded that staff members have sufficient international experience, intercultural competences and language skills; systematic updating and enhancing these qualifications is part of the School’s HRD programme.

Criterion 4c: Services

To a great deal the qualification and experience regarding international and intercultural competences of the teaching staff is a result of the services provided by Stenden HMS.

The main areas of supportive services are:

- Academic qualification
- Teaching and research
- Personal development
- International and company-wide cooperation
- International activities
- Strategic goals for improvement

The panel concluded that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills. The panel recommended grounding the strategic goals for improvement on a concrete action plan for the years to come.

Overall conclusion regarding Standard 4: Staff

The panel found that the composition of the staff is appropriate for the achievement of the intended international and intercultural learning outcomes, that it has sufficient international experience, intercultural competences and language skills, and that the services provided to the staff are consistent with its composition. The recruitment guidelines, the staff development programmes and the services provided to the staff warrant the academic and professional qualifications of the teaching and support staff necessary for reaching the international and intercultural educational goals of the IHM programme.

The panel deemed all of the underlying criteria of this standard to be systematically surpassed.

It therefore assessed *Standard 4: Staff* as **good**.

Standard 5: Students

Criterion 5a: Composition

The students come from 56 countries from all over the world. The majority of international students come from Germany and China. The institution strives to enhance the overall cultural diversity of the student population. Special focus is given to attracting more students from Croatia and Romania and other Eastern European countries.

Since IHM is a Bachelor programme beginning students are predominantly high school graduates. The selection procedure differs for Dutch and international students. One of the requirements for admission is the proof of sound knowledge of English. Cultural diversity in the classroom is aspired in order to learn and apply different communication theories. Students learn to adapt to other cultures and to deal with diversity already in the class, but also later during their studies at Stenden when they have to apply this knowledge in practice.

The panel concluded that the composition of the student group is in line with the programme's internationalisation goals and serves to reach the aim of achieving a more diversified student population in the future.

Criterion 5b: Experience

During the time of study students gain in-depth theoretical knowledge in combination with practical skills through the concept of Real World Learning. The students reported positively about their learning experience, especially regarding the intercultural elements. Students who took part in the Grand Tour programme reported that the educational standards were on the same level as in Leeuwarden, NL. According to their opinion the programme serves the needs of a globalised market. Graduates furthermore pointed out that the skills acquired during the studies are globally transferable; they also appraised the brand Stenden University as helpful when searching for employment.

An indispensable part of the study programme is year 4 (application year) when students participate in their 10 months placement period. The School possesses a database of 291 active placement companies abroad. Students can also make their own proposals for placement.

The panel concluded that the students' experience is adequate and corresponds to the programme's internationalisation goals. The panel recommended incentivising the students' participation in student exchange programmes by offering financial support. Stenden HMS should consider allowing also 2nd year students to study abroad which would foster intercultural integration.

Criterion 5c: Services provided to students

IHM students are offered support already during the application process, e.g. when applying for a visa for the Netherlands or dealing with other bureaucratic issues (matriculation process, bank accounts, registration with Dutch authorities etc.). After arriving at Stenden HMS, students can take part in many events organised for them to get acquainted with the environment and to collect all the relevant information.

An Orientation week is offered, known as the Study Start Week (SSW). During this week national and international students are brought together and guided by hosts (Host programme). Furthermore, students appreciate the Buddy programme, where two buddies are assigned to each newly enrolled student for assistance around the city and the university. Students are also supported when trying to find appropriate housing (Accommodation agency). The majority of the beginning students live in the student houses on campus.

During their studies, students are given assistance by personal coaches (tutors), or by placement coordinators as well as by practical instructors. International students benefit from the support of the student counsellor who deals with more demanding cases.

At the iStenden information platform students can get all relevant information; a special brochure informs all students in the 1st year; there is a “World opportunity” campaign and an invitation to take part in special events.

The panel concluded that the services provided to the students support the programme’s internationalisation goals and correspond to the composition of the student group. The services, counselling, and feedback to the students are excellent.

Overall conclusion regarding Standard 5: Students

The panel gathered from the documentation and from the meetings with student representatives as well as with graduates that there is general appraisal for the international student body composition and for the international and intercultural experience and support provided by Stenden HMS. The panel deemed all the underlying criteria of this standard to be met and partly surpassed. Nevertheless, the panel recommended seeking ways of expanding international exposure for more students and supported the aim of achieving a more diversified student population in the future.

The panel therefore assessed *Standard 5: Students* as **good**.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

The panel suggests to the CeQulnt steering group of ECA to distinguish the Bachelor programme International Hospitality Management of Stenden Hospitality Management School, Leeuwarden, NL, with the Certificate for Quality in Internationalisation.

2. The assessment procedure

This report is the result of the assessment of the Bachelor Programme (BBA) International Hospitality Management (IHM) offered by Stenden University of Applied Sciences (SUAS). The procedure was coordinated by the Accreditation Organisation of The Netherlands and Flanders (NVAO). This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project.

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (ECA).

A panel of experts was convened by NVAO. The assessment panel consisted of the following members (in alphabetical order):

- Mr Erazem Bohinc (LL. B.), CeQulnt Student Expert, Ma of Law, European Faculty of Law (Slovenia)
- Dr rer pol Rainer H. F. Künzel, Panel Chair, Former President of Osnabrück University (UOS) and retired Professor of Higher Education Management and Policy (Germany)
- Dr. Karmen Rodman, CeQulnt Expert, Assistant professor in higher education in the field of Marketing and Management at University of Primorska (Slovenia)
- Drs. Jos van der Sterren, National Expert, Academic Dean, Researcher/ Senior Lecturer/ Course Director Master Tourism Destination Management at NHTV Breda University of Applied Sciences/ Academy for Tourism (The Netherlands)

In addition:

- Drs. Thomas Blanc de la Carrere MA, Project Officer Internationalisation, Accreditation Organisation of The Netherlands and Flanders (NVAO) acted as observer during the site visit to assist the panel with the interpretation of the framework.



The composition of the panel reflects the expertise deemed necessary by the Assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality. These signed statements are included in Annex 2: Statements of independence. The procedure was coordinated by Axel Aerden, MA, Senior Policy Advisor Internationalisation at the Accreditation Organisation of The Netherlands and Flanders (NVAO).

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme or requested by the panel before the site visit. (Annex 3: Documents reviewed) The panel organised a preparatory meeting on 27 October 2014. The site visit took place on 28/10/2014 at Stenden University of Applied Sciences in Leeuwarden, The Netherlands. (Annex 4: Site visit programme)

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit and building on the assessment of the self-evaluation report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the draft report on November 17, 2014. It was then send to the Stenden HMS to review the report for factual mistakes. Some minor issues were reported and the panel amended the report were necessary. The panel approved the final version of the report on 26 November 2014..

3. Basic information

Qualification: Bachelor of Business Administration in Hotel Management

Registered as: Hoger Hotel Onderwijs (HHO), but the English translation of Hotel Management (HM) appears on the certificate.

In all situations other than on formal documents the programme is referred to as International Hospitality Management (IHM). It is this name that will be utilised throughout this document. The programme carries the CROHO registration number: 34411

Number of credits: 240 European Credits (ECTS)

Specialisations (if any):

- Cruise Management
- Event Management

ISCED field(s) of study: Hospitality, hotel operations, hotel management, marketing, human resource management, finance, languages, research, strategy

Institution:

Type of institution: University of Applied Sciences

Status: Programme Accreditation, Distinctive Feature in Real World Learning

QA / accreditation agency: Accreditation Organisation of The Netherlands and Flanders (NVAO), <http://www.nvao.net>

Status period: Programme accredited for 6 years in 2012

Status: Programme Accreditation

QA / accreditation agency: International Centre of Excellence in Tourism & Hospitality Education (THE-ICE), Australia, www.the-ice.org

Status period: ...

Status: Programme Accreditation

QA / accreditation agency: Institute of Hospitality, United Kingdom, www.instituteofhospitality.org

Status period: Programme accredited for a period of 5 years in 2014

4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

Stenden Hotel Management School (HMS) offers several educational programmes for management and service in the international hospitality industry. All programmes are taught in English.

The programme “International Hospitality Management” (IHM) on which the application for the Certificate for Quality in Internationalisation is based leads to a 240 EC Bachelor of Business Administration (BBA) in Hotel Management (with Cruise Management and Event Management as fields of specialisation). Not only the qualifications required for employment of the graduates but also the international structure of Stenden University of Applied Sciences (SUAS) which comprises international branch campuses (IBCs) in South Africa, Qatar, Indonesia (Bali) and Thailand make internationalisation a natural dimension of the institutional development strategy and of the educational concept of the HMS.

The Bachelor programme is offered by Stenden HMS in Leeuwarden, NL, and on the IBCs in South Africa, Qatar and Bali. Its internationalisation goals are spelled out in the Programme Document “Real World Learning for Hotel Management” (cf. Annex 3 to SER) thus concretizing the third of the “three pillars” on which Stenden’s profile is based: “Problem Based Learning (PBL), Research, and Internationalisation”. (A 3 to SER, p 8) They are derived from the IHM Competency Profile (2013) which is a result of interpreting and reformulating the National Competency Profile (2012) in terms of the TUNING Guide to Formulating Degree Programme Profiles Including Programme Competencies and Programme Learning Outcomes (A 3 to SER, p 10 and App. 2 of A 1, Internationalisation Strategy and Implementation Plan 2013 – 2017).

The (updated) objectives and actions in internationalisation planned for 2014 are described in App. 1 of A1 to the SER: Internationalisation-Updates, Objectives & Actions 2014, while the intended programme learning outcomes with respect to internationalisation are listed in App. 3 of A 1 to the SER: Elements within the IHM Curriculum that develop and advance Internationalisation and International Competencies, pp 28.

The international and intercultural programme goals and learning outcomes are a clear reflection of the internationalisation goals of Stenden Hotel Management School as well as of SUAS. As a guide for the education of Bachelor Students in international hospitality

management the panel considers them to be reasonable but challenging for both students and teaching staff.

The programme goals as part of Stenden's comprehensive internationalisation strategy were updated and extended when Stenden HMS developed its Strategy Document: *Returning to the Top* (2012). "IHM staff members have been involved in compiling the IHM Internationalisation Strategy. The document was presented and discussed during team meetings in 2012 and 2013. In 2013 the draft Strategy Plan was presented to the IBCs and on the agenda held with the General Managers in November 2013." (SER, p 9)

Feedback from the students was received via National Student Survey and International Student Barometer (ibid.), and recommendations were given by Stenden's international Advisory Board (A 13 to SER) after discussions in November 2012 and October 2013. (SER, p 9)

Not only the minutes of the board meetings and the results of the Stenden staff satisfaction survey of 2012 (cf. *Stenden World Wise, Education and Research, Stenden's Compass for 2013 – 2017*), but also the interviews with representatives of students, staff and the professional field during the site visit showed proof of the fact that the stakeholders support the internationalisation goals.

A great advantage for staff and students of Stenden results from the possibility of spending time at one of the IBCs and for the students and teachers of an IBC to study or work at Stenden HMS. Especially for the students this is also a matter of financial resources, however. If working and studying abroad (beyond participation in the Grand Tour, cf. SER, p 4) were obligatory for all internal stakeholders internationalisation at Stenden could be elevated to an absolutely outstanding level. In this context the panel got the impression that the Advisory Board might not have exhausted its potential in advising the leadership of Stenden HMS on the strategic level and in organizing support from other external stakeholders (including the alumni). An aim could be, e.g., to set up a foundation which would provide the necessary financial aid.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the programme are very well substantiated and documented. They are a clear reflection of the institutional goals of Stenden HMS and SUAS, and they are widely supported by internal and external stakeholders. The panel recommends, however, that Stenden HMS should intensify the cooperation with external stakeholders (representatives of the hospitality business, alumni) and to try and make at least one semester abroad an obligatory part of the education in IHM.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

Stenden HMS has outlined its internationalisation strategy in a document that is reviewed and updated yearly "with input from faculty and the International Advisory Board". (SER, p 10) For the period 2013 – 2017 the "Internationalisation Strategy & Implementation Plan" (updated as of July 2014) was not only based on internal discussions and input from the International Advisory Board but also on the results of an evaluation of the state of internationalisation in Stenden's IHM programme. For this purpose Stenden HMS utilized the baseline measurement tool Mapping Internationalisation (MINT) which was developed by the Netherlands Organisation for Cooperation in Higher Education (NUFFIC) and Dutch universities. After the questionnaire had been completed in November 2012 a list of recommendations was derived from the results of the evaluation by the Stenden Senior Policy Advisor on Internationalisation. These recommendations for the advancement of internationalisation on programme level were added to Stenden's goals for 2013 – 2017 on institutional level (cf. A 1 of SER, pp 24).

The action plan depicts the objectives and actions foreseen for 2014, appoints responsibilities to persons, and lists the verifications achieved until July 2014. The annual review of the plan is based on a monitoring procedure in the form of trimester reports (cf. SER, p 9)

Verifiable objectives with respect to internationalisation and intercultural competencies have been formulated for the following dimensions of the International Hospitality Management programme:

- Learning outcomes and their assessment (cf. App. 2 to A 1 of SER: Elements within the IHM Curriculum that develop and advance Internationalisation and International Competencies)
- Real World Learning, facilitating the educational concept of Problem Based Learning (PBL) in small groups of students with different cultural backgrounds (whenever possible). (Cf. App. 4 to A 1 of SER: "Stenden Hotel" and the indicators for professional conduct in Fig. 3 of A 1 to SER, p 11)
- Career development (cf. A 1 to SER, pp 11)
- Languages (cf. A 1 to SER, p 12)
- Coordination of learning and teaching across the IBCs by means of annual International Module Coordinator (Moco) conferences (cf. A 1 to SER, pp 12)
- Quality assurance of applied research for the Bachelor thesis which is frequently performed in an international or foreign host company
- Advancing cooperation with the international hotel industry (cf. A 1 to SER, p 13)

Comparable objectives and monitoring processes have been defined and implemented for

- Faculty (staff) development and practices (cf. A 1 to SER, p 14)
- Student composition, facilities and mobility (cf. A 1 to SER, pp 15)
- Creating new IBCs, expanding international partnerships and seeking international accreditation for the IHM programme (cf. A 1 to SER, p 20) and
- Fostering research as a means of propping up the academic qualification of the teaching staff and of grounding new Master programmes by further developing the Academy of International Hospitality Research (cf. A 1 to SER, pp 21)

Conclusion

The panel concludes that in the course of the last two years the strategic goals of HMS have been substantiated by verifiable objectives and a succession of periodically updated implementation plans. The implementation processes and the achievement of the objectives are monitored in order to guarantee that the internationalisation goals are reached.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.

Stenden HMS monitors and evaluates all its managerial and educational activities at the main campus in Leeuwarden and on the IBCs. The main focus of these controlling activities in the field of internationalisation is on the programme quality across all campuses, the effectiveness of student and staff mobility, and the quality of the Internationalisation-at-Home (IaH) activities.

The MINT instrument was used for the first time in 2012. HMS plans to make it a component of the regular PDCA cycle. (Cf. A 1 to SER, p 5) The action plans of all departments and programmes are reviewed annually on the basis of trimester progress reports.

Module coordinator (Moco) conferences with representatives from all campuses take place once a year; General Managers (GM) meet twice a year. (Cf. App. 1 of A 1 to SER, pp 24 for these and the following evaluation and improvement activities)

Quality assurance of the programme on all campuses is dealt with regularly in mid-term audits, and equal standards on all campuses for the Bachelor thesis are guaranteed by external second assessments.

Staff development in internationalisation is part of the performance cycle at HMS; a conference for Stenden staff has taken place 3 -7 November 2014.

A longitudinal study amongst IHM students on cultural values has been started.

A research project on alumni working abroad was completed in June 2014 and an alumni policy is being developed.

In March 2014 the IHM programme was accredited by the Institute of Hospitality (UK), and full membership of THE-ICE (Australia, cf. SER, p 5) was obtained on account of an accreditation process in 2014.

Adjustments are made to the strategy – including internationalisation – on the basis of feedback from students through the yearly National Student Survey and the International Student Barometer. (Cf. SER, pp 10)

At Stenden headquarters an International Student Representative Council (STURA), a Staff Participation Council and the Advisory Board give feedback regularly on various issues, including internationalisation, while a Relations Manager International Branch Campuses who was appointed in 2012 supports the IBCs, seeks to improve communication between the campuses and coordinates the activities of the institution-wide Department of International Affairs. (Cf. SER, p 11)

Conclusion

The panel concludes that Stenden HMS has a comprehensive quality assurance and improvement system in place which covers all internationalisation activities. Evaluations, audits, surveys, reports, reviews, conferences and other forms of oral and written feedback are part of a regular PDCA cycle. Measures for improvement in internationalisation are a major concern in all management operations.

Overall conclusion regarding Standard 1: Intended internationalisation

The panel agrees that in its Bachelor programme IHM Stenden Hotel Management School has not only met but systematically surpassed the underlying criteria of Standard 1. The way Stenden HMS has substantiated its internationalisation goals and translated them into operational objectives and monitored action plans can be regarded as an exemplary practice.

The panel therefore assesses *Standard 1: Intended internationalisation* as **good**.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

Stenden HMS has shown a lot of commitment in defining, monitoring and further developing the list of intended learning outcomes. Several documents explain these

processes and present the results. The IHM curriculum clearly defines international and intercultural aspects of the curriculum for each group of competences that together form the IHM Competence profile. The IHM competence profile relies: (1) on the National Competence profile, (2) on the Dublin Descriptors to ensure congruity between the competences and the level of the programme, and (3) on the International competences matrix, that was designed and published as a result of research in the area of internationalisation. These three documents provide the basis for defining the intended learning outcomes.

Learning outcomes are defined for each study year in general terms (clarifying the aim of the year) and in more concrete terms (with respect to the competences). The international and intercultural competences are clearly defined for the international hospitality industry.

The IHM curriculum is aligned with the Internationalisation strategy & Implementation plan 2013-2017 (A1 of SER). In the curriculum different competences are combined over the years in a transparent way with the mission to assess the students' advancement during the study. The learning focus is transformed from more general topics to the specific and more strategic areas in the field of study. In the end it can be concluded that the curriculum supports the main pillars of the internationalisation policy.

This clarity is also shown at the implementation level. Each module is presented in the module guide that contains information on the teaching process, the methods of learning, reports and other student work to be delivered, the literature, the assessment methods and other aspects of the module. Each module guide lays down which competences should be developed by the IHM Curriculum, including intercultural and international competences.

Conclusion

The panel concludes that the intended international and intercultural learning outcomes correspond with the programme's internationalisation goals. The learning outcomes are clearly documented and presented to the different stakeholder groups of the IHM study programme. Because of the consistent, coherent and transparent presentation of the intended learning outcomes in different documents the panel assesses this part of the school's performance as an exemplary practice that should be given prominence.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

For each module the assessment methods are explained to the students in the module guide. The school uses different assessment approaches: written reports, presentations, tests and personal portfolio. The methods are in accordance with the subject of study and the teaching method. The most common assessment methods are oral presentation and written tests. In addition, student behaviour and practical improvement is assessed in daily or weekly written feedback from the practice instructors. This feedback is evidence of the students' capability to apply the acquired knowledge in practice. As the whole study programme aims at developing international and intercultural competences (five out of ten competences in the IHM Curriculum refer to the internationalisation aspect) and as the teaching and learning processes take place in groups of students with different cultural backgrounds, the international and intercultural learning outcomes are part of the regular assessments.

The assessment methods are formative as well as summative. The main learning style is Problem Based Learning consisting of lectures, workshops and practical training on the job. The students are motivated to deal with international case studies and international issues in their field of study. During the learning process the students are mentored and assessed by the professors, and they are obliged to produce a career development portfolio which includes the Personal Talent Passport and Professional Conduct Profile (PCP). In the portfolio, the personal and professional goals are laid down for the whole study process. These goals are assessed by the practical instructors during the first three study years and are connected to the progress reports in the fourth year, in which the placement mentor assesses student achievements in practice.

During the placement period the placement mentor (representing the school) and the business mentor (representing the host company) support the student's learning process and assess the student's learning progress. The host company assesses the student twice during the 10-month placement with regard to the IHM programme competences. The school employs more than 20 placement mentors around the world who visit the student at least once during the placement and discuss the student's performance with the business mentor. The students have to write three progress reports in which they reflect on the goals and achievements during the placement. The student's final work (Management Project) is assessed by a group of experts in the particular area of knowledge. Finally the student's learning outcomes are assessed in the form of an interview.

Irrespective of the location of study (in The Netherlands or in an IBC) the assessment methods are the same for each module. In order to reach congruency across units in carrying out the study programme the school provides the templates for reports and assessment sheets as part of the module guides. The school allows the students to collect a maximum of 30 ECTS credit points abroad and in this way ensures the achievement of the intended learning outcomes within its domain.

Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. The panel members agree that the methods used to assess the students' progress during the whole study process are suitable for giving an overall picture of the students' learning outcomes of each year. Thus the panel sees this practice - the gradation of assessment methods during the whole study process and the participation of different professionals in the assessments - as an excellent example for determining the students' progress.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

As stated above the study programme foresees a student assessment at the end of the study programme in which several different professionals are involved (practice instructor, business mentor and student with self-assessment). The panel concluded with respect to the previous criterion that this concept sets an example of good practice for other programmes.

In addition to the final examination student progress is assessed continuously through written tests, oral and written reports and feedback on achievements in the career development portfolio (Personal Talent Passport) and in the personal development portfolio (Professional Conduct Profile).

The last alumni survey with respect to labour market appraisal was carried out in June 2014 and the results were presented in the Self-Evaluation Report (SER). During the interviews graduates confirmed that the school collects these data periodically.

The alumni survey, in which almost all participants were from The Netherlands, shows that the graduates did achieve the international and intercultural learning outcomes intended by the IHM programme. Even if the majority of the graduates find a job in Europe it has to

be kept in mind that in general the hospitality industry is international, usually with an international management and staff structure and dealing with customers from different countries and cultural backgrounds. The survey shows that in the most frequent answers to the question where they had recently been employed the graduates (with international experience) named the United States and the United Kingdom.

During the panel's interviews with the employers the quality of the Stenden graduates was confirmed. The representatives of the employment sector described the Stenden graduates as reliable and flexible, capable of dealing with customers with various cultural backgrounds and performing work on different organisational levels. Stenden graduates are therefore usually preferred to other applicants in the selection process for employment. During placement in their fourth year IHM students are often offered a permanent job after graduation.

There is an alumni club at Stenden HMS, but as the MINT review shows the school does not have a coherent alumni policy. The school is aware of the problem and intends to address it in the annual action plan for 2014 (cf. A1 of SER, Internationalisation Strategy & Implementation Plan 2013-2017, p 9).

Conclusion and recommendations

The panel concludes that the graduates achieve the intended international and intercultural learning outcomes of the IHM programme. However, the panel suggests, Stenden HMS should collect more detailed data on the graduates' success on the labour market. The panel also emphasizes the necessity to develop a genuine alumni policy and to start the activities as soon as possible with the aim to encourage the cultivation of relationships among the graduates on one hand and between the graduates and the school on the other hand.

Overall conclusion regarding Standard 2: International and intercultural learning

The panel deems the underlying criteria of this standard to be systematically surpassed. The panel was impressed by the school's approach of deriving (international and intercultural) learning outcomes from the national competence profile and (inter)national guidelines. The document is aligned with the organizational (internationalisation) policy of Stenden HMS and with the IHM curriculum. The module guides are an excellent example for the communication of the programme goals to the stakeholders (especially to students and staff). The second very important practice is assessing and documenting student progress during the whole study process through the application of various methods and the engagement of different internal and external professionals as assessors.

The panel is convinced that these aspects can be regarded as an exemplary practice.

The panel therefore assesses *Standard 2: International and intercultural learning* as **excellent**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The IHM content and programme structure is included in the document Real World Learning. In Figure 3 of the SER, the correlation between the national competency profile and international competencies are described. All content is offered in English. Wherever applicable, expected international competencies to be achieved are specified according to the international competency matrix. Students therefore know what is expected from them. The workload is spread evenly over the year.

The curriculum is linked in a very convincing way to the international business environment of hotel management. The content of the first 10 core modules (2½ years) is fixed. The students spend 10 weeks during their first year, 5 weeks during their second year and another 5 weeks during their third year within Stenden Hotel in an operational, supervisory and managerial role, respectively. These in-company business operations are also carried out in English. This enables the students to apply the English language in a real business context.

After having completed compulsory components, the curriculum allows the students to individually choose from a rich menu of international specialisations or minor routes. The broad and international educational programme includes international exchange options that are offered with the support of a professional team of staff. Minors are a special feature of the so-called Grand Tour to one of the international branch campuses. These allow all students to achieve all international and intercultural competencies at the level and at a location they prefer.

During the fourth year a 10 months industry placement is compulsory, which addresses all international competencies at strategic level. Almost half of the students go abroad. When they prefer to stay in The Netherlands, only international hotels are selected that enable them to work in an international (English speaking) environment. The assessment during industry placement extends explicitly to items related to the international competencies to be acquired.

Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the means for achieving the intended international and intercultural learning outcomes in an exemplary way.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

The teaching methods at IHM are based on the model of Problem Based Learning (PBL) in groups of students with different cultural backgrounds, combined with research for the Bachelor thesis. This approach is described in the Real World Learning document. It includes PBL sessions, lectures and workshops combining individual work and group work.

PBL is conducted in small mixed groups of 12 students that are recomposed after each semester. The PBL approach has a strong positive impact on the attitude of the students (like mutual respect and the use of English in the presence of foreign students). “You are never twice in the same class“, commented one of the student representatives. Theory and practice is linked during weekly PBL coaching sessions. This allows students to reflect on their performance and discuss alternative solutions to situations they encountered during their practical training and in different contexts.

The students confirmed that the ipsetive assessment method applied in various learning contexts allows them to evaluate their own progress, to learn from mistakes and to grow toward becoming an international professional manager.

All students are supported by study career coaches who monitor their progress. Members of the teaching staff reported that the students receive feedback at least every two days. The students hold a talent passport where they can document the level of the competencies, including international competencies, they have achieved over a longer period of time.

HMS offers its students to study and work at the Stenden International Branch Campuses, where the teaching staff applies different methods of learning. This poses the challenge to secure equal educational quality across the IBCs. To this end, annual module coordinator conferences (MOCO) are organized. These provide a method for staff to cooperate with colleagues from other campuses and to evaluate the effectiveness of their teaching methods. As a consequence, supervision of final graduation assessment procedures has been introduced.

During the interview representatives of the teaching staff pointed out that a lot of attention is given to behavioural aspects of learning that are considered to be crucial in the hotel business. The panel could see that in some modules, like the guest experience, these issues are effectively addressed and assessed.

During the industry placement, cultural empathy is assessed by means of a company evaluation of the students' conduct and in the course of at least one meeting with the IHM placement supervisor. Additional assessment of the Bachelor thesis by a second, external assessor is applied in order to safeguard the intended educational standards across all campuses.

The panel concludes that the members of staff are aware of the challenge of teaching in different international and intercultural contexts and that they are eager to learn from each other. The panel could observe enthusiasm for the MoCo conferences and for the actions coming out of these conferences. The staff confirmed that collaboration with colleagues from other campuses helps them to level out differences in teaching culture and to achieve consistent grading of students during their final phase of study. The alumni stressed the excellent organization and supervision of the students during industry placements.

Conclusions

The panel found that the concept of real world learning as applied in the IHM programme is unique. It is well designed and there is a good fit between the curriculum and the teaching methods. The methods are continuously monitored and improved; they allow the international hotel management students to achieve the intended learning outcomes and to effectively learn how to work in an international business environment.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

Especially important for the students from the beginning of their studies is the learning environment. Stenden HMS provides a study environment which reflects to the greatest possible extent the environment the students will face as professionals in their field (i.e. Real World environment). At the meeting with student representatives it was emphasized that the School is "internationally friendly" and that there are many events allowing them to meet and become friends with their colleagues. This is also facilitated through the above mentioned Problem Based Learning concept because the combination of PBL with

operational, tactical and managerial learning tasks in a chain of in-company hotels and restaurants allows students to take responsibility for complex tasks and to reflect on their learning.

There are many modern facilities suited for enhancing the student learning experience at Stenden HMS, such as a library, computers, a canteen etc. However, the student representatives complained that some of the services are relatively expensive and should be included in the tuition fee.

Conclusion

The panel concludes that the learning environment offered by IHM provides an excellent basis for the education in international hotel management. It is extremely well suited for achieving the intended international and intercultural learning outcomes and offers dynamic and rich conditions for students to learn.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel found that the curriculum is very well structured, offering all components relevant for the achievement of the programme's intended international and intercultural competencies. The teaching methods are adequate; they get reviewed and updated in collaboration with colleagues from the International Branch Campuses.

The learning environment offered to the students is an outstanding example of learning conditions; it is excellently suited for the education of students in international hotel management. All criteria of Standard 3 are systematically and substantially surpassed.

The panel therefore assesses *Standard 3: Teaching and Learning* as **excellent**.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The concept of combining academic and professional, hands-on education for an international employment sector requires academic staff, practical instructors, and support staff that do not only speak English fluently but have a relevant international background. Of the total of 149 staff (102 academic, 31 practical, 16 support) for presently 2,322 registered students at Stenden HMS, Leeuwarden, NL, between 44% and 73% have international work experience, completed an international education, or have lived abroad

for more than six months (cf. SER, p 17). Their international experience extends to 50 different countries.

The minimal requirement for teaching in the academic part of the IHM programme is a Master Degree; so far only four academic staff (primarily hired for research) hold a PhD. Due to local legal requirements and hiring regulations the (academic) background of the staff differs across the campuses of Stenden HMS (e.g. Qatar requires a PhD of all academic staff).

The recruiting criteria for all teaching staff comprise language skills (English proficiency at level C1 or C2), an academic qualification at least one level above the degree of the programme in combination with professional expertise and experience of working and/or teaching abroad. Even though these qualification dimensions are not necessarily fulfilled equally well by all teaching staff the IHM programme requires the active involvement of all faculty members, practitioners or support staff in at least one of the following activities that facilitate the achievement of the intended (international/intercultural) learning outcomes (cf. SER and Annexes):

- Taking part in a 3-day PBL Training and carrying out the PBL/CBL methodology of teaching
- Carrying out/supervising research for Bachelor theses
- Serving as personal coach for approximately 100 students
- Serving as placement coach during placement period and visiting students in hospitality companies during their fourth year
- Giving formative feedback to students every other day
- Taking part in the assessment of the dissertation proposals and final products from IBC students

The comprehensive job requirements of the staff cannot be met with fewer or less qualified employees. Adherence to the recruitment guidelines in combination with the staff development programmes in place at Stenden HMS warrant the achievement of the intended learning outcomes. This implies in particular that all staff

- Take part in trainings and staff development programmes to fulfil the requirements of the International Competencies Matrix (App. 6 of A 1 to SER and A14 of SER) and
- Actively carry out the Personal Development Plan (PDP, cf. A 1 to SER, p 14)

Conclusion and recommendations

The panel concludes that the composition of the staff is appropriate for the achievement of the intended international and intercultural learning outcomes. The recruitment guidelines in combination with Stenden's staff development programmes warrant the necessary academic and professional qualification of the teaching and support staff.

The panel recommends, however, to further expand the research capacity of Stenden HMS in order to base its strategic planning on reliable information about international trends in the development of the hospitality business and on the future requirements for employment of Stenden's graduates.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

International professional work experience or international post-secondary education is of special importance for success as a teacher in the IHM programme of Stenden HMS (see Criterion 4a). Almost half of the teaching staff have worked abroad prior to their employment at SUAS; 30% have received post-secondary education outside of the Netherlands (cf. SER, p 18 and A9 of SER). As a consequence of the feedback from students regarding the language proficiency of some teachers "all teaching staff were required to take the Cambridge English proficiency test to establish their level of English. Where necessary additional language training has been organised to give staff the opportunity to achieve level C1 or C2." (SER, p 18) "... at present 71% of all academic staff has English level C1 or C2. In total 87 staff list three languages on their CV, while 42 list four or more languages." (SER, p 18) However, 65% of the Practical Instructors and 80% of the Support Staff need additional training in English; therefore the language upgrading project of 2010 is ongoing. (Ibid.)

In order to teach students in PBL groups who have widely differing cultural backgrounds the teaching staff need intercultural competences and an awareness of culturally varying learning styles. When asked in the interview with the panel to name the most important international learning outcomes the representatives of the teaching staff responded:

- Coming to similar conclusions from different cultural backgrounds
- Understanding each other and working together
- Coping with different communication styles (e.g. Dutch/Chinese)

- Being aware of the cultural differences and showing empathy for the unfamiliar or even exotic
- Appreciating diversity and learning from each other

Being able to relate to other students, co-workers and hotel guests from all continents and cultures around the world is a prominent educational goal in the IHM programme. Consequently, intercultural competences are an important dimension of the qualification of all teaching staff including the practical instructors and the support staff. Therefore, in 2013 Stenden HMS introduced an International Competences Matrix in the staff goal setting and appraisal cycle. (Cf. SER, p 18 and A 14 of SER) “Building intercultural competencies in all staff is an ongoing process and trainings are held for staff so that they are capable of identifying and relating to the different educational backgrounds and systems that Stenden students come from.” (Ibid.) Assessing the students during their practical study phases and during placement – especially in regard to their ability to relate to people with different cultural backgrounds – is an important task of all practical instructors. Therefore, in 2013 the instructors were obliged to participate in a training course on giving and receiving feedback in an intercultural setting. (Ibid.) The student evaluators of placement companies relate to the tutors who visit and support their students during the placement period.

In addition to the courses on intercultural awareness as part of the “Stenden Professional” programme the HMS motivates and supports swap of teachers between IBCs. As the academic strategies of the IBCs are local and specific these visits of six months duration are felt by the visiting teachers to be an interesting learning experience. (Discussion with staff representatives)

Conclusion

The panel concludes that staff members have sufficient international experience, intercultural competences and language skills; systematic updating and enhancing these qualifications is part of the School’s HRD programme.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

To a great deal the qualification and experience regarding international and intercultural competences of the teaching staff is a result of the services provided by Stenden HMS as has already been established in sections 4a and 4b of this report.

The main areas of supportive services are:

- Academic qualification:
 - Teaching staff recruited from the hospitality industry usually need to elevate their academic qualification by completing a Master or PhD. Stenden HMS allows for two days per week for Master studies and one day per week for PhD research activities.
- Teaching and research:
 - Every new teacher has to attend a 3-day PBL training. Afterwards the trainer attends PBL sessions of the trainee to give individual feedback.
 - The programme document “Real World Learning” (cf. A3 of SER) is provided as a teaching guide.
 - A handbook for supervisors and students serves as a guide to conducting the necessary research and to writing the Bachelor thesis.
- Personal development
 - Every staff member works out a Personal Development Plan (PDP) in discussions with the team leader; three times a year it gets updated on the basis of progress reports covering PBL, research and internationalisation – the latter by utilizing the MINT framework. The activities provided or supported by Stenden HMS to facilitate part of the PDP are listed on p 14 of A1 to SER.
 - Of particular relevance in this context are the trainings in “cultural sensitivity” and “internationalisation at home” which are obligatory for all staff members. (Interview with academic staff)
 - “Lecturers are encouraged to broaden their horizons and to share experiences with other colleagues through attending international conferences, working at the international branch campuses and visiting exchange partners.” (SER, p 18, examples on p 19)
 - Administrative staff mobility is also stimulated but up to now has taken place to a lesser extent. (Interview with academic staff)
- International and company-wide cooperation
 - International and company-wide cooperation is fostered by Stenden HMS through staff exchange with partner institutions, swap of staff between IBCs and Moco conferences (A1 of SER, pp 12) in order to broaden the staff’s teaching experience and warrant a comparable quality standard of education at all IBCs.
- International activities
 - Financial and organisational support is given to staff that is engaged in international activities (trainings, conferences, summer courses etc.). (SER, p 19)
- Strategic goals for improvement

- Despite the high level of internationalisation reached at Stenden HMS the management has proclaimed a number of strategic goals which imply additional service provision to its staff, namely:
 - Developing a short-term reciprocal visiting scholar programme with international partners
 - Increasing the possibility of staff mobility between the IBCs
 - Establishing a functional and structural Grand Tour programme for staff and faculty (A1 of SER, p 6)
 - Organising obligatory workshops for all Stenden HMS teaching staff, led by experts in educational styles and with ample experience in teaching in the international classroom (ibid., p 9)
 - Intensifying cooperation with a limited number of exchange partners to improve the quality of student and staff exchange and to set up research projects (ibid.), and
 - Setting up a staff exchange plan for the years to come whereby more (teaching and supporting) staff are offered the opportunity to teach or exchange experience at one of the (preferred) exchange partners or at one of the Stenden sites. (ibid.)

Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services adequately facilitate international experiences, intercultural competences and language skills. The panel recommends grounding the strategic goals for improvement on a concrete action plan for the years to come.

Overall conclusion regarding Standard 4: Staff

The panel found that the composition of the staff is appropriate for the achievement of the intended international and intercultural learning outcomes, that it has sufficient international experience, intercultural competences and language skills, and that the services provided to the staff are consistent with its composition. The recruitment guidelines, the staff development programmes and the services provided to the staff warrant the academic and professional qualifications of the teaching and support staff necessary for reaching the international and intercultural educational goals of the IHM programme. The panel deems all of the underlying criteria of this standard to be systematically surpassed.

It therefore assesses *Standard 4: Staff* as **good**.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.

The students of the Bachelor programme International Hospitality Management (IHM) at Stenden University of Applied Sciences come from 56 countries from all over the world. (Cf. A 7 of SER). The majority of international students come from Germany and China. The institution strives to enhance the overall cultural diversity of the student population. Special focus is given to attracting more students from Croatia and Romania and also from Germany and China.

Since IHM is a Bachelor programme beginning students are predominantly high school graduates. The selection procedure differs for Dutch and international students. One of the requirements for admission is the proof of sound knowledge of English. A preparation course is offered to students who need to overcome language deficits or want to prepare for the IHM programme.

The number of admitted students per academic year is about 800. There are different learning methods employed, such as group work (Problem Based Learning), where the groups are composed with a view toward an international and intercultural mix. Cultural diversity in the classroom is aspired in order to learn and apply different communication theories. Students learn to adapt to other cultures and to deal with diversity already in the class, but also later during their studies at Stenden when they have to apply this knowledge in practice. Students reported positively that this would help them become professionals.

Conclusion and recommendations

The panel concludes that the composition of the student group is in line with the programme's internationalisation goals and serves to reach the aim of achieving a more diversified student population in the future.

Criterion 5b: Experience

The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.

During the time of study students gain in-depth theoretical knowledge in combination with practical skills through the concept of Real World Learning. Real World Learning (RWL) is based on Problem Based Learning (PBL) and encompasses many international elements which reflect situations and requirements the students will be confronted with in their later professional life. The students reported positively about their learning experience, especially regarding the intercultural elements. They described the programme as good value for money with a lot of opportunities for personal growth. According to their opinion the programme serves the needs of a globalised market. Graduates furthermore pointed out that the skills acquired during the studies are globally transferable; they also appraised the brand Stenden University as helpful when searching for employment.

Students who took part in the Grand Tour programme (a unique opportunity for students to take part in an excursion to the IBCs of Stenden HMC), where students are given the opportunity to study abroad at one of the four branch campuses reported that the educational standards were on the same level as in Leeuwarden, NL. Additionally, they were given the chance to specialise in, e.g., Lodge Management or Advanced Wine Studies in South Africa, Marketing & Management in Asia (Thailand and Indonesia). (Cf. A 12 of SER for more than 15 specialisations on offer) However, the Grand Tour programme is only an elective option and is not supported financially by the School. Therefore, only a relatively small number of students take part (around 10% of all students). This is especially important in the light of the recent restriction imposed by the Dutch Ministry of Education according to which (foreign) students who wish to obtain the Dutch BBA degree, are obliged to spend one full study year in the Netherlands.

An indispensable part of the study programme is year 4 (application year) when students participate in their 10 months placement period. The School possesses a database of 291 active placement companies abroad. Students can also make their own proposals for placement. A Student Placement Group facilitates placement search for other students. Students benefit from meetings with placement coordinators specialized in different geographic areas and they can attend motivation talks with the tutor from the envisaged area. Students receive study points for participation in the Placement Group, but do not have a privileged access to the placement offers. In addition, the school hosts Recruitment fairs. A placement coach is assigned to each student during the

placement period. During the placement every student is visited by the coach at least once.

Conclusion and recommendations

The panel concludes that the students' experience is adequate and corresponds to the programme's internationalisation goals. The panel recommends incentivising the students' participation in student exchange programmes by offering financial support. Stenden HMS should consider allowing also 2nd year students to study abroad which would foster intercultural integration.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the programme's internationalisation goals and correspond to the composition of the student group.

IHM students are offered support already during the application process, e.g. when applying for a visa for the Netherlands or dealing with other bureaucratic issues (matriculation process, bank accounts, registration with Dutch authorities etc.). Most information is available on the official webpage. The School also promotes its programmes at different events (e.g. fairs) around the world.

After arriving at Stenden HMC, students can take part in many events organised for them to get acquainted with the environment and to collect all the relevant information. For international students there is a formal gathering organised even before the start of the Orientation week. The Orientation week is followed by the Study Start Week (SSW). During this week national and international students are brought together and guided by hosts (Host programme). Furthermore, students appreciate the Buddy programme, where two buddies are assigned to each newly enrolled student for assistance around the city and the university. Students are also supported when trying to find appropriate housing (Accommodation agency). The majority of the beginning students live in the student houses on campus.

During their studies, students are given assistance by personal coaches (tutors), who are trained to help international students, or by placement coordinators who help students to find an appropriate placement as well as by practical instructors who supervise the students during the time of their placement. International students benefit from the support of the student counsellor who deals with more demanding cases, which cannot

be solved at other levels. The most recurrent problems are, e.g., difficulties adapting to the new environment or health problems.

At the iStenden information platform students can get information on how to participate in different study-abroad programmes; a special brochure informs all students in the 1st year, there is a “World opportunity” campaign and an invitation to take part in special events such as International barbecue.

The students are organized in a Student Council, where international students can report problems. It is composed of 18 members and meets with the management team twice a month.

Conclusion and recommendations

The panel concludes that the services provided to the students support the programme’s internationalisation goals and correspond to the composition of the student group. The services, counselling, and feedback to the students are excellent.

Overall conclusion regarding Standard 5: Students

The panel gathered from the documentation and from the meetings with student representatives as well as with graduates that there is general appraisal for the international student body composition and for the international and intercultural experience and support provided by Stenden HMS. The panel deems all the underlying criteria of this standard to be met and partly surpassed. Nevertheless, the panel recommends seeking ways of expanding international exposure for more students and supports the aim of achieving a more diversified student population in the future.

The panel therefore assesses *Standard 5: Students* as **good**.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

The panel suggests to the CeQuInt steering group of ECA to distinguish the Bachelor programme International Hospitality Management of Stenden Hospitality Management School, Leeuwarden, NL, with the Certificate for Quality in Internationalisation.

5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	good
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	excellent
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	excellent
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Chair: **Professor (retired) Dr Rainer H. F. Künzel**

- 2004-2014 Senior-Professorship Higher Education Management and Policy, Osnabrück University (UOS)
- 1990-2004 President of UOS,
- 1975-2004 Professor of Economic Theory, UOS,
- 2001-2013 Academic Director of the Central Evaluation and Accreditation Agency (ZEvA), Hanover, Germany

CeQuInt Expert: **Assistant professor dr. Karmen Rodman, Slovenia**

- From 2005 in higher education in the field of Marketing and Management at University of Primorska
- From 2006 in quality assurance in higher education (collaborating on national level in setting up the national quality assurance system in Slovenia)
- From 2011 collaborating with Slovenian National Agency for Quality Assurance in Higher Education
- From 2013 the owner and directress of the entrepreneurship centre KonektOn Ltd

National Expert: **Drs. Jos van der Sterren**

- 1990-1994: Nicaragua: Curriculum expert/ consultant to Managua University
- 1994-1996: Buenos Aires/ Argentina: SME development/microfinance consultant
- 1996-2003: Cordaid The Hague: Fund manager microfinance/ social investment fund
- 2003-2011: NHTV Breda University of Applied Sciences/Academy for Tourism: Researcher/ Senior Lecturer/ Course Director Master Tourism Destination Management
- 2011-2014: NHTV Breda University of Applied Sciences/ Academy for Tourism: Member of management team (as of January 2014: Academic Dean)

CeQInt Student Expert: **Erazem Bohinc (LL. B.), member of the expert team, representative of students**

- 2013 – LL. B. Bachelor of Laws, European Faculty of Law, Slovenia
- 2013 ongoing – MA of Law, European Faculty of Law
- currently exchange student at Leipzig University, Germany

Coordinator: **Axel Aerden, MA, Senior Policy Advisor Internationalisation, Accreditation Organisation of The Netherlands and Flanders (NVAO)**

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Rainer Künzel		X	X	X	
• Karmen Rodman		X	X	X	
• Jos van der Sterren	X	X	X		
• Erazem Bohinc		X		X	X

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Annex 2. Statements of independence

In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) we Rainer **Künzel**, Karmen **Rodman**, Jos van der **Sterren** and Erazem **Bohinc** declare that we will, when assessing the application for awarding the Certificate for Quality in Internationalisation (Bachelor of Business Administration in Hotel Management at Stenden Hotel Management School, Stenden University of Applied Sciences, Leeuwarden, The Netherlands) respect the principle of impartiality and avoid conflicts of interest.

We have worked professionally and independently.

Leeuwarden, NL, October 28th, 2014

Signatures


Rainer Künzel



Karmen Rodman



Jos van der Sterren



Erazem Bohinc



Annex 3. Documents reviewed

- Self-evaluation report
- Stenden HMS Internationalisation Strategy & Implementation Plan 2013-2017 (separate document)
- Overview of the curriculum in diagrammatic form
- Programme document for Real World Learning for Hotel Management
- Reference to achievement of international and intercultural outcomes
- List of student work (type, title and grade) of the last two years which demonstrate achievement of international and intercultural learning outcomes
- Example of a Diploma Supplement
- Table of incoming students of the last three years (per country)
- CV's of the staff
- Overview of the international experience of staff
- International projects related to education
- Overview of placements offered (2013-2014)
- Grand Tour Minors 2014-2015
- Overview of Advisory Board members
- International competences matrix
- Stenden Institutional Plan 2013-2017 "Stenden World-Wise"
- Vacancy Lecturer Strategic Management
- Checklist Applications Senr. Lecturer Strategic Management
- Final Stenden HMS Trimester 2 report 2013
- Final Trimester 1 report Stenden HMS 2014
- Final Trimester 3 report Stenden HMS 2013
- MINT Improvement plan Internationalisation IHM 2013
- Agreements with IBCs: 140911 Shared Responsibilities Shared Benefits 20142015
- Alumni Survey: Alumni Data Report Spss & charts in excel 3-7-2014; IHM Alumni Data Report June 2014
- Assessments:

- Placement
 - Company Assessments
 - Anmarie Germs - 2nd evaluation by company (Netherlands 2014)
 - Cornelia Mihm - evaluation by company
 - Janina Ruesch - 2nd company evaluation
 - Rebecca Giannini - 2nd evaluation by Hilton London 2014
 - Susan Tiller - company assessment
 - Xu Nan - company assessment
 - Management projects
 - Cornelia Mihm - dissertation grading
 - Cornelia Mihm – dissertation
 - Franziska Rohe - MP Aruba 2012
 - Franziska Rohe - MP grading 2012
 - Irene Buren - dissertation Aruba 2014
 - Irene Buren - dissertation grading
 - Janina Ruesch - dissertation grading
 - Janina Ruesch – dissertation
 - Jente v.d. Meij -Grading sheet MP
 - Jente van der Mei - MP France 2012
 - Susan Tiller - dissertation grading
 - Susan Tiller – dissertation
 - Svenja Giese - dissertation grading 2014
 - Svenja Giese - MP Norwegian Cruise Line 2014
 - Xu Nan - dissertation grading
 - Xu Nan – dissertation
 - Progress reports
 - Anmarie Germs - reflection reports 4th year (Netherlands 2014)
 - Cornelia Mihm - final reflection

- Elizabeth Hartman – Reflection
- Janina Ruesch – reflection
- Rebecca Giannini - Reflection placement London 2014
- Rebecca Giannini – report five
- Susan Tiller - progress report 5
- Svenja Giese - report 4
- Svenja Giese - report five
- Xu Nan - Reflection Report 5
- Talent passports
 - Alexandra Dobriyanova - Y1
 - Chen Yan Lin - Y1
 - Else Wiersma - Y1
 - Michelle Scheffler -Y2
 - Oda Wallwitz - Y3
 - Sophie Velthuis - Y3
 - Valeria Rudits - Y2
 - Viktoriia Shiakhova - Y2
- DEF Organisation Chart Stenden HMS
- Evaluations
 - CHN-E&M vt_HBO-Monitor 2010_400504
 - HBO Monitor 2012 Hospitality
 - School of Hospitality_HBO-Monitor 2011
- Grand Tour
 - General Terms and Conditions 2014-2015
 - Advanced Wine Studies South Africa 16-05-2013
 - Change and Innovation Qatar 16-05-2013
 - Community Based Tourism Thailand 10-03-2014
 - Entrepreneurship South Africa 16-05-2013
 - Event Management 1 Bali 06-10-2014
 - Event Management 1 Qatar 16-05-2013
 - Event Management 1 South Africa 16-05-2013

- Event Management 2 South Africa 16-05-2013
- Event Management in 2 Thailand 16-10-2013
- Heritage Management 15-01-2014
- International Destination Branding Qatar 16-05-2013
- International Human Resources Management Qatar 16-05-2013
- International Relations Thailand 06-03-2014
- Lodge Management South Africa 16-05-2013
- Marketing and Management in Asia 2 Bali 06-10-2014
- Regular Program IHM Bali 16-05-2013
- Regular Program IHM Qatar 16-05-2013
- Regular Program IHM South Africa 16-05-2013
- Spa and Health Business Concepts Thailand 05-03-2014
- Spa Business Strategy Bali 06-03-2014
- Wildlife Management South Africa 16-05-2013
- Guest Lecturers 2013-2014
- IHM Drop-outs - graduated 2011-2014
- Stenden HMS Test policy
- Student surveys
 - International student Barometer
 - Stenden THE-ICE 2014 Summary Sheet
 - ICE of Open Comments - Stenden 2014
 - THE-ICE ISBSB Standard Report (i-graduate) 2014 (1)
 - NSE
 - HHO – comments
 - Factsheet NSE 2014 School of International Hospitality Management
- THE-ICE Accreditation Executive Summary - Stenden University 10 Dec 2013
- Tuition fees 2015

Annex 4. Site visit programme

Overview

Date:	27-28 October 2014
Institution:	Stenden University of Applied Sciences
Programme:	Bachelor programme International Hospitality Management (IHM)
Location:	Stenden University of Applied Sciences Hotel Management School P.O.box 1298 8900 CG Leeuwarden, The Netherlands

Programme

Monday 27 October 2014

Time	Activity	Location
15.00 – 15.30h	Welcome Panel + check-in hotel	Stenden Hotel Lobby
15.30h – 16.30h	School tour	Stenden
16.30h – 19.00h	Meeting panel members Possibility to review additional documentation and student work	Boardroom
19.00h	Dinner	Restaurant Wannee

Tuesday 28 October 2014

07.50 - 08.00: Arrival of the panel

08.00 - 09.00: Meeting with management of the programme

<i>Full name</i>	<i>Position</i>
• Wayne Johnson	Stenden Head of Sites
• Paul van Amsterdam	Head of School
• Craig Thompson	Academic Dean
• Carin Brug	Team leader Career Development & Marketing
• Harpinder Singh	Team Leader Real World Learning
• Jaap Sanders	Team Leader Placements & Alumni
• Prue Nairn	Relations Manager International Branch Campuses & Team Leader Research Supervision BBA Programme
• Jorn Wisselink	General Manager Stenden Hotel

09.00 - 10.00: Meeting with students

<i>Full name</i>	
• Victoria Ang	1 st year student (Phillipines)
• Nina Grillet	1 st year student (Netherlands)
• Tatjana Bischoff	2 nd year student (Germany)
• Issa Sjoberg	2 nd year student (Sweden)
• Myriam Hollevoet	2 nd year student (Africa/Belgium)
• Fos Roelofs	2 nd year (Netherlands)
• Dipti Mahtani	3 rd year student (St. Maarten)
• Hester Pijl	3 rd year student (Netherlands)

10.00 - 11.00: Meeting with teaching staff

<i>Full name</i>	<i>Module or Course</i>
• Anne Keizer	Lecturer Global Citizenship programme
• David Proctor	Lecturer & Module Coordinator 2nd year
• Anja Brandsma-Dieters	Lecturer PBL & Educational expert

• Marieke van der Weij	Lecturer & Module Coordinator languages
• Saskia Homoet	Lecturer & Placement Mentor United Kingdom
• Radu Mihailescu	Lecturer and chairman Participation Council
• Jody Sluyter	Lecturer and researcher
• Marloes Otten	Lecturer & Module coordinator 3 rd year
• Jan Bossema	Stenden Hotel

11.00 – 12.00: Lunch, including internal meeting and review of materials

12.00-13.00: Meeting with representatives of international services

<i>Full name</i>	<i>Position</i>
• Jaime Dickson	Lecturer 1 st year, Coordinator Career Development Programme & Coaching, Study Start Week
• Tessa Oosterwijk	IHM Placement office
• Margriet ter Horst	Stenden Student Mobility Office (Exchange)*
• Tsjerkje de Vries	Stenden Grand Tour office*
• Marian Hazekamp	IHM Student Counselor
• Marieke Zwart	Stenden HMS Service Team

* These staff members work for the central Stenden offices, serving all programmes within Stenden

13.00-13.30: Meeting with professional field

<i>Full name</i>	<i>Current position/company</i>
• Vincent van Wulfen	Advisory Board IHM / Meeting Management Coaching & Consultancy, Netherlands
• Zhang Lei	Advisory Board IHM / General Manager Sheraton, Beijing China
• Diana Groenewold- Ferenczi	Junior Business Controller at Abis Shipping, previously Business Controller at PPHE Hotel Group Amsterdam, The

	Netherlands (alumna, graduated 2012)
• Abu Baker Ejaz	Front Office Manager Win Hotels Amsterdam (alumnus, graduated 2010)

13.30 - 14.00: Meeting with alumni

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Melissa Vergeer	2014	Studying for Master Degree at Stenden
• Kirsten Kruls	2012	Business Development Executive, Conferences and Events, Imperial College London, UK
• Ruben de Groot	2011	Assistant Maître d'Hôtel, Château du Lac , Genval, Belgium
• Jodie Steiger	2011	Instructor Front Office Stenden Hotel
• Linda Appelman	2010	Office support at Proact Netherlands BV/ Owner at Mevrouw Cha

14.00-16.00: Panel discussion on the outcomes of the assessment

16.00-16.30: Final meeting with management and all other participants

End of site visit and departure

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european consortium for accreditation

www.eacaconsortium.net

www.grossroads.eu

www.ECApedia.net