

Assessment report

Bachelor of International Hotel Management

NHTV Breda University of Applied Sciences

Certificate for Quality in Internationalisation

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Assessment report
- Programme level

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European Consortium for Accreditation in Higher Education



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Table of content

1.	Executive summary	7
2.	The assessment procedure	9
3.	Basic information	10
4.	Assessment scale	11
5.	Assessment criteria	12
6.	Overview of assessments	29
Annex 1.	Composition of the panel	30
Annex 2.	Documents reviewed	32
Annex 3.	Site visit programme.....	33

1. Executive summary

The Bachelor of Hospitality Management was assessed at the request of Breda University of Applied Sciences (BU). An audit panel was convened and approved by NVAO. The audit panel studied the self-evaluation report and undertook a site visit on 26, 27 and 28 March 2018 in Breda.

Standard 1: Intended internationalisation

The programme receives the assessment **good** on Standard 1.

The audit panel concludes that the internationalisation goals for the programme are clear and adequately documented. The goals are well suited to a Bachelor of International Hotel Management and widely shared and supported by stakeholders within and outside the programme. Objectives have been formulated which relate well to the programme's internationalisation goals. These objectives show an adequate balance between quantitative (percentages of staff and students) and more qualitative objectives. They are sufficiently verifiable to allow monitoring the achievement of the programme's internationalisation goals. The internationalisation goals clearly relate to teaching and learning. The combination of internationalisation at home and internationalisation abroad definitely contributes to their quality.

Standard 2: International and intercultural learning

The programme receives the assessment **good** on Standard 2.

The programme uses internationally validated intended learning outcomes. All intended learning outcomes have a cross cultural and international dimension and are related to international and cross cultural skills. They focus on the development of those competencies that are necessary to work in the international professional field of hospitality and hotel management. Both the international dimension of the overall intended learning outcomes and the explicit international and intercultural learning outcomes correspond well to the programme's internationalisation goals. The methods used for the assessment of students are suitable for measuring the achievement of the international and intercultural intended learning outcomes. The assessment of international and intercultural competencies forms an integral part of the regular course assessments. The graduates demonstrably achieve the international and intercultural intended learning outcomes.

Standard 3: Teaching and Learning

The programme receives the assessment **good** on Standard 3.

The content and the structure of the curriculum provide excellent means for achieving its international and intercultural intended learning outcomes. The audit panel commends the programme for the way internationalisation is integrated throughout the curriculum. The panel especially appreciates the mandatory international placement and the flexibility in the curriculum that allows additional options for internationalisation. This is facilitated by the BBA-standards and the semester structure. The teaching methods used are very suitable. The learning environment contributes to the international and intercultural intended learning outcomes.

Standard 4: Staff

The programme receives the assessment **good** on Standard 4.

The composition of the staff is good: 38 per cent of teaching staff either come from abroad or have at least worked and lived abroad for a minimum of five years. This facilitates the achievement of the international and intercultural intended learning outcomes. The audit panel encourages continuing the efforts to increase the number of international staff, also from other than the neighbouring countries, in order to stimulate the international and cross cultural environment even further. Staff members have wide international experience and very good intercultural competences and language skills. The services provided to the staff are consistent with the staff composition. The opportunities offered to teachers to gain international experience, intercultural competences and language skills are good.

Standard 5: Students

The programme receives the assessment **good** on Standard 5.

The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals. The number of international students shows an upward trend. The panel hopes this trend will continue so that the international classroom will become more robust. The international experience offered to students is excellent. The range and quality of possibilities and the guidance offered to the students are impressive. The services offered contribute to internationalisation excellently.

To conclude, the audit panel considers the international character of the International Hotel Management programme to be good. Internationalisation at home and abroad are very well implemented, based on internationally recognised and verifiable goals. The range of experiences and services for both staff and students is extensive. The composition of staff and student body is good. A further increase of the number of international students and staff will strengthen the international character even more.

2. The assessment procedure

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

A panel of experts was convened and consisted of the following members:

- Drs. Mariëlle Klerks, certified ECA auditor, panel chair, Programme manager International Classroom Project, Rijksuniversiteit Groningen;
- Dr. Rajka Presbury, senior lecturer at the Blue Mountains International Hotel Management School (Torren University Australia);
- Dr. Russell Arthur Smith, Principal and Company Director, Sitetectonix Pte Ltd, Singapore;
- Caro van Eekelen, Senior Vice-President Learning and Cultural & Digital Transformation at AccorHotels, France;
- Wout Witteveen, student-member, bachelor student at Hotel Management School Maastricht, the Netherlands.

Dr. Marianne van der Weiden acted as secretary of the panel.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. 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 available from the Association upon simple request. The procedure was coordinated by Ms. Dr. Marianne van der Weiden, secretary.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit ([Annex 2: Documents reviewed](#)). The panel organised a preparatory meeting on 25 March 2018. The site visit took place on 26, 27 and 28 March 2018 at NHTV Breda ([Annex 3: 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 which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 23 April 2018. It was then sent to BU to review the report for factual mistakes. The panel corrected the factual mistakes and reconsidered the score on criterion 4. The panel approved the final version of the report on 4 June 2018.

3. Basic information

Qualification:	Bachelor International Hotel Management (Formal Dutch Qualification: Bachelor of Business Administration in Hotel Management, in English: Bachelor of Business Administration in Hospitality Management)
Number of credits:	240
Specialisations (if any):	– none
ISCED field(s) of study:	SOLID THEORETICAL KNOWLEDGE: Operations Management, Organisational Behaviour, Business Law & Ethics, Economics, Finance, Accounting, Investigative Abilities (research), Management Information Systems, Strategic Management, Marketing. RESEARCH SKILLS, PROFESSIONAL SKILLS: Languages and Management Development, PROFESSIONAL ATTITUDE.
Institution:	NHTV Breda University of Applied Sciences
Type of institution:	University of Applied Sciences (HBO)
Status:	Accredited by NVAO and TedQUAL
QA / accreditation agency:	NVAO including distinctive feature internationalisation United Nations World Tourism Organisation, Quality Assurance Programme for Tourism Educational Institutions (Ted QUAL) THE-ICE International Centre of Excellence in Tourism & Hospitality
Status period:	NVAO: accredited until 1 July 2019 UN-WTO TedQUAL: accredited for 4 years in 2017 THE-ICE: fast track membership, pending accreditation

4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory	<p>The programme does not meet the current generic quality for this standard.</p> <p>The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
Satisfactory	<p>The programme meets the current generic quality for this standard.</p> <p>The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
Good	<p>The programme surpasses the current generic quality for this standard.</p> <p>The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
Excellent	<p>The programme systematically and substantially surpasses the current generic quality for this standard.</p> <p>The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>

5. 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.

In its strategic plan, Knowledge@Work 2013-2017, NHTV Breda University of Applied Sciences (BU) states that the university 'opted to profile itself as an international institution for higher education years ago. The basis of this choice lies in the international curriculum, in which the content of the programme and practical cases are placed in an international perspective'. This deliberate choice is rooted in

1. BU's mission to *provide our students with an international study and work environment and train them to be inquisitive, responsible and entrepreneurial professionals qualified for the globalising job market;*
2. BU's strategic aim to further develop NHTV into an entrepreneurial and business-oriented institution of higher education which is considered to be an internationally renowned knowledge institution.

BU further developed its international outlook in Education@Work2014-2024 in which a number of key qualifications were defined to clarify how students will be optimally prepared to operate effectively in the international professional field. The strategic themes are to be incorporated in all programmes and include cross cultural understanding.

The International Hotel Management programme fully endorses the BU strategy and has translated the mission and vision into an academy-specific context. It aims to deliver students who will be able to enter a variety of hospitality-related careers *in an international context*. One of the BU strategic themes, i.e. cross-cultural understanding, has been translated into a generic international learning outcome for the programme: 'Graduates are able to function effectively in a cross-culturally diverse business environment, can communicate effectively in Business English and speak at least one other foreign language besides their native language.'

The generic international learning outcome clearly points out that internationalisation is defined in terms of employability, i.e. internationalisation of the programme should contribute to a good labour market preparation of students.

In order to realise this overall generic international learning outcome, the programme aims at:

1. Internationalisation at home

As the composition of both the student and staff populations are considered to be crucial aspects for internationalisation at home, the programme keeps recruitment of international

students and staff high on the agenda. A recruitment plan for international students was set up.

2. Engaging in strategic partnerships

The programme has intensified its strategic partnerships by adding staff exchanges and setting up a joint educational programme in the graduation phase to the existing exchange and double degree programme with the Finnish University of Applied Sciences in Haaga-Helia, and signing a student and lecturer exchange agreement with Institut Paul Bocuse in Lyon, France. The three universities have lodged a joint research strategic partnership application with the EU HostComp.

For both of the above mentioned goals international quality recognition is considered to be important. Therefore, the programme benchmarks the quality of its education by applying for several international accreditations: the Distinctive Feature Internationalisation (granted in 2012 by NVAO), the re-accreditation by UNWTO (granted in 2017 for four years), application for accreditation by THE-ICE.

The Academy's staff was involved in shaping the curriculum and its ensuing internationalisation policy by means of staff study days. A selection of students and industry representatives were involved in the process too.

The audit panel learned from the conversations with the various stakeholders of the programme (i.e. management, lecturers, students, industry partners), that the programme's internationalisation goals enjoy wide support among them. The audit panel established that all stakeholders agreed, either explicitly or implicitly, that these internationalisation goals are logical to pursue for a hotel management programme: cross cultural awareness is key to the hospitality industry. The panel notes that the programme is looking forward to the new campus per September 2018, where even more internationalisation is expected to be possible.

Conclusion

The audit panel concludes that the internationalisation goals for the programme are clear and adequately documented. The goals are well suited to a Bachelor of International Hotel Management and widely shared and supported by stakeholders within and outside the programme.

Criterion 1b: Verifiable objectives

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

To monitor the achievement of the internationalisation goals, verifiable objectives were formulated and are listed as Internationalisation goals 2013-2017:

1. With regard to internationalisation at home:
 - a. Implement cross-cultural understanding in the curriculum from 2014-2015 onwards;
 - b. Strive for more expertise from the international industry by inviting 'visiting professors' to work for NHTV on a fixed-term contract;

- c. Create opportunities for teaching staff on knowledge of and experience with a cross-cultural learning and working environment by 2017;
 - d. Minimum level of English C1 for lecturers;
 - e. 60% of graduating students will have earned at least 30 EC abroad by 2016;
 - f. 15% of the degree-seeking students will be foreign with diverse nationalities and cultural backgrounds in 2017;
 - g. Improve and streamline the application process of international students from application to actual start of the programme;
 - h. Increase number of teaching staff with an international background by 2% in 2017;
 - i. Develop educational modules independent of time and place by 2016.
2. With regard to strategic partnerships:
- a. International (joint) research output should increase by 30% in 2017;
 - b. By 2017, the Academy will engage in strategic partnerships with a selected number of institutes and collaborate simultaneously in terms of student and lecturer exchange, research and the exploration of possibilities to set up joint educational projects;
 - c. By 2017, the Academy will have increased its offer of exchange opportunities for students at renowned knowledge institutions worldwide by 5% (or 45 available positions));
 - d. The Academy will explore and consolidate its international network of Hotel Chains (minimum 4 star properties) and offer two new destinations for placements worldwide.

In December 2017, BU published its strategic plan 2018-2021 (Creating Professional Value. Strategy 2018-2021), which will result in a further consolidation of the pivotal role of internationalisation within BU. An updated internationalisation strategy, including verifiable objectives, are currently discussed.

The audit panel establishes that the objectives correspond well with the programme's internationalisation goals. The audit panel also feels that the objectives are verifiable and feasible, yet challenging. They show an adequate balance between quantitative (percentages of staff and students) and more qualitative objectives.

Conclusion and recommendations

The audit panel concludes that objectives have been formulated which relate well to the programme's internationalisation goals. These objectives are sufficiently verifiable to allow monitoring the achievement of the programme's internationalisation goals.

Criterion 1c: Impact on education

The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.

In order to realise its generic international learning outcome, the programme has adopted a dual approach of internationalisation at home and internationalisation abroad.

Internationalisation at home is achieved by offering an international and interactive learning environment. The programme is taught in English only and aims to effectively use the international context by implementing learning communities. Offering the programme in English enables the programme to recruit international students and staff. It also implies that all background literature has an international rather than a national focus. The learning communities create an (inter)active and social process of collaborative learning. By having students and lecturers from different knowledge domains and from different (cultural) backgrounds work together on problems from the international professional field, students will discover that there are multiple approaches to one problem and that different perspectives can be integrated to achieve a collective result. Learning communities are already part of the graduation phase. In the Bachelor Thesis Course an online community allows students to participate from anywhere in the world.

The second pillar is internationalisation abroad. The internationalisation goal to strive for engagement in strategic partnerships is partially motivated by this second pillar, as strategic partnerships facilitate creating possibilities for students and staff to go abroad. All students do a 24 week compulsory international placement (30 EC). On top of that, students can apply to do a one semester exchange programme at one of the partner universities or apply for a double degree programme in their final year of study at Haaga-Helia, Finland. The Academy also organises short study trips (up to one week) to a European destination in the first three years. In their graduation phase, students can apply for a minor programme (one semester). Since 2015, the Academy has set up a specialisation in cooperation with Haaga-Helia University, where students follow the first part of the minor in the Netherlands, and the final 12 weeks in Finland. In their graduation phase, students are also able to perform a managerial placement abroad.

Conclusion

The audit panel concludes that the internationalisation goals also clearly relate to teaching and learning. The combination of internationalisation at home and internationalisation abroad definitely contributes to their quality.

Overall conclusion regarding Standard 1. Intended internationalisation

The audit panel found that the programme has clear internationalisation goals which are adequately documented and well suited to a Bachelor programme of International Hotel Management. The goals are widely shared and supported by stakeholders both within and outside the programme. The goals include measures which undoubtedly contribute to the quality of teaching and learning. The internationalisation goals are adequately operationalised in objectives which are sufficiently verifiable to allow the monitoring of the achievement of the internationalisation goals.

The audit panel deems all the underlying criteria of this standard to be systematically met. The audit 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.

The Academy of Hotel Management aims to deliver graduates who are able to function effectively in the cross culturally diverse business environment that is an integral part of the hospitality and hotel industry. When defining the programme's intended learning outcomes, the programme has used the Professional and Educational Profile 2012-2016 of the Association of Dutch Hotel Management Schools as a starting point. This profile is based on the domain competencies of the Bachelor of Business Administration. When redesigning its curriculum (which started in 2014-2015), the programme decided to base it not on these domain competencies, but use the new BBA standards instead. The BBA standards were adopted in 2011 by the Dutch Association of Universities of Applied Sciences for all study programmes in the economic domain. The advantage of the BBA standards is that they are internationally acknowledged and recognised. This makes the intended learning outcomes more comprehensible to the outside world and facilitates the exchange with international partners. The levels aimed for are at the bachelor's level, as described in the European Qualification Framework and the Dublin descriptors. The panel agrees that the BBA standards provide a broad and recognisable basis that is relevant to the professional field of hotel and hospitality management.

BBA standard 3 "Professional skills" makes explicit reference to internationalisation, which indicates that a BBA graduate develops him/herself into a professional who (among 6 other skills):

- Has good oral and written communication skills;
- Is aware of cross-cultural differences.

The intended learning outcomes have been further defined in intended learning outcomes at course level:

- Students are aware of and able to identify cultural differences.
- Students are able to compare and reflect on cross cultural expectations and compare those with experiences within an international business context.
- Students are aware of different cultural perspectives on leadership and management and are able to practice those both in school and real life environments.
- Students are able to communicate effectively with different cultures (including language skills).
- Students are able to understand and practice communication in multicultural teams and disciplines.
- Students are aware of international procedures, regulations and standards.
- Students are able to identify international trends and developments within the international hotel industry.'

The audit panel studied the intended learning outcomes ('learning goals') of the various courses and establishes that they are directed towards those knowledge and competencies

that are needed to function successfully in the international hotel industry. The panel also notes that the cross cultural and international learning goals came up numerous times in the interviews during the site visit. The learning goals at course level clearly reflect the widely shared internationalisation goals of the programme.

Conclusion

The audit panel concludes that the programme uses internationally validated intended learning outcomes. The audit panel finds this a very good choice. All intended learning outcomes have a cross cultural and international dimension and are related to international and cross cultural skills. They focus on the development of those competencies that are necessary to work in the international professional field of hospitality and hotel management. The audit panel concludes that both the international dimension of the overall intended learning outcomes and the explicit international and intercultural learning outcomes correspond well to the programme's internationalisation goals.

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.

The assessment of specific intended learning outcomes for internationalisation are in line with the Academy's assessment policy. Knowledge is tested both formatively (e.g. training cross cultural understanding and presentation in the Management Development Programme) or summatively (e.g. written exam for languages) in the propaedeutic phase. The comprehension and application of cross cultural awareness is tested in main phase 1 in either a work environment within school (Management Leadership Skills) or during the compulsory 24 week placement abroad. Students are asked to write a reflection prior to, during and after the placement period. Further analysis and synthesis then take place in main phase 2 during the (international) corporate case studies. The panel has ascertained that cross cultural and international knowledge and skills are integrated in almost all courses, such as Business Law & Ethics, Organisational Behaviour, Food and Beverage et cetera. They are, therefore, tested regularly throughout the curriculum.

The audit panel adds the anecdotal evidence from talking with students. The students emphasise how much they changed personally and in style, from the continuous discussion in and around class between students about their style and approach. The panel noted the students' very good level of English.

Conclusion

The audit panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the international and intercultural intended learning outcomes. The assessment of international and intercultural competencies forms an integral part of the regular course assessments.

Criterion 2c: Graduate achievement

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

The achievement of the intended (international and cross cultural) learning outcomes by the programme's graduates is demonstrated by the following facts:

1. The international and cross cultural learning outcomes are incorporated into the (final) assessments of the programme. This means that graduation is only possible when the intended international and cross cultural learning outcomes have been achieved. The fact that students fulfil the requirements of the programme in an international and multicultural environment with international staff and students, in English, is an extra guarantee that they actually achieve these learning outcomes.
2. The audit panel studied a selection of bachelor theses. Both the international outlook and the level of English were found to be very good.

The Academy keeps track of the alumni's careers through the alumni database, the LinkedIn group Hotel Management and the alumni page on Facebook (both close to 900 members). Alumni are invited at special celebrations and an alumni event is organised every two years. During placement visits, staff members organise drinks for both students and alumni working and living in the same country, to meet each other in an informal setting and to share experiences. Alumni are invited to give guest lectures, coach students during placements, act as commissioner in a project or inform prospective students during Open Days and Selection Day. Through these interactions with alumni the Academy knows that:

3. Thirty per cent of the graduates work abroad and find work in the global industry.
4. Alumni of the programme are admitted to master's programmes abroad.

Based on this information, the audit panel comes to the conclusion that the graduates undoubtedly have the international and cross cultural competencies needed to become successful in the hospitality and hotel industry, also on the international level.

Conclusion

The audit panel concludes that the graduates demonstrably achieve the international and intercultural intended learning outcomes.

Overall conclusion regarding Standard 2. International and intercultural learning

The audit panel found that the programme uses internationally validated intended learning outcomes, which include learning outcomes explicitly related to the development of those international and intercultural skills that are necessary to work in the international professional field of hospitality and hotel management. Both the international dimension of the overall intended learning outcomes and the explicit international and intercultural learning outcomes per course correspond well to the programme's internationalisation goals. In line with the programme's approach to internationalisation, international and intercultural competencies are assessed as an integral part of the regular course assessments. The assessment methods used are suitable for measuring the achievement of the international and intercultural intended learning outcomes and the graduates demonstrably achieve these learning outcomes.

The audit panel deems all the underlying criteria of this standard to be systematically met. The audit panel therefore assesses *Standard 2. International and intercultural learning* as **good**.

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 content of the programme is geared to the achievement of the intended learning outcomes by embedding the strategic themes (entrepreneurship, cross cultural understanding, social responsibility and imagineering) and the four BBA standards (solid theoretical knowledge, research skills, professional skills and professional behaviour) in the curriculum. All core courses are set in an international context and all core courses make reference to this international context in the literature used.

The curriculum can be divided into four phases. The first phase is the so-called propaedeutic phase. Students are divided in culturally mixed classes of maximum 16 students. In line with the BBA standards, they follow theoretical classes (so-called core courses), take part in research lectures and workshops and also receive skills training. Students have English as a compulsory subject and choose one other foreign language to study (Spanish, French, German or Dutch for International Students). They also receive operational skills training at the in-house kitchen and restaurant "Sibelicious", where they operate in culturally mixed groups and are supervised by second year students. The course Management Development Programme (MDP) offers students training in study skills, self-management, but also cross cultural skills. All students take part in a one week study trip abroad, where they focus on the international hotel industry and newest trends and developments. At the end of the year, a so-called capstone project 'Lobby of the Future' integrates the theoretical knowledge built up throughout the year.

In Main Phase 1, three (semester) modules alternate: Developing People and Organisations, Managing Business Performances and International Placement (24 weeks abroad). The two first modules continue the core courses and skills training, and both end with an integrated project during which students integrate knowledge in small culturally diverse groups. The mandatory international placement takes place at the end of the second or beginning of the third year. Students have to perform this abroad in order to gain cross cultural exposure in a business context. During a preparation week, students do a presentation on cross cultural aspects of the destination of their choice. They report before, during and after their placement on their cross cultural expectations, reality versus actual experiences and make a final evaluation at the end. The cross cultural awareness of students is also integrated in the assessment form filled out by the company supervisor, whereas the reports are assessed by the school supervisor. In Main Phase 1, another one week study trip (wine fieldtrip) takes place. Students can also choose to do a one semester exchange during Main Phase 1 to one of the partner universities.

Main phase 2 consists of a one semester module “Excellence in the hospitality Industry” and is the integration phase where students individually work on a strategic (international) case study and integrate the knowledge from the core courses. A short international trip is organised, students continue to study English and Research skills and are being prepared for the graduation phase.

The graduation phase is divided in a Personalisation Phase and a Bachelor Thesis. In the Personalisation Phase students can opt for a so-called minor within BU, but also at another university in the Netherlands, or abroad. The optional bachelor thesis course is entirely designed to work time and place independent and is based on the learning community principle. This implies that students can take part in this course from abroad via an online platform to shape and write their bachelor thesis.

The programme offers additional options as well. First year talented students can express their interest to participate in the international Hilton Class and submit an application. Selected students are offered extra presentations and classes organised by Hilton on top of their regular programme, plus an operational and graduation placement within the Hilton brand. Upon completion, students get a testimonial. They can also go on exchange or a second placement abroad, or choose to do the double degree with Haaga-Helia, Finland.

The audit panel recognises the international and intercultural content throughout the curriculum and considers this exemplary. International exchange and partnerships are facilitated by the internationally recognisable BBA-standards (see 2a) and by the flexibility of the semester structure. Semesters 4 and 5, and 7 and 8 can be done in the reverse order if this better fits the student’s plans.

Conclusion

The audit panel concludes that the content and the structure of the curriculum provide excellent means for achieving its international and intercultural intended learning outcomes. The audit panel commends the programme for the way internationalisation is integrated throughout the curriculum. The panel especially appreciates the mandatory international placement and the flexibility in the curriculum that allows additional options, facilitated by the BBA-standards and the semester structure.

Criterion 3b: Teaching methods

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

Essential teaching methods that stimulate cross cultural learning are the learning community and the Management Development Programme. As mentioned above (1c and 3a), the learning communities imply a rich international and cross cultural context in which learning takes place in a non-linear way. The Management Development Programme consists of a number of compulsory trainings and workshops and is mostly formatively assessed. In the propaedeutic phase, students fill out an extensive questionnaire, resulting in a - colour coded - Lumina12 report on personality traits. This report will serve as input for students to reflect on their behaviour and assumptions, also with regard to cross cultural awareness.

Students will receive a cross cultural awareness training and give a presentation on the topic themselves. The same Lumina profile will also be used as a starting point during placement preparation week when students set goals for their placement and link those explicitly to their Lumina profile. As explained earlier, during their placement students will measure and monitor those set goals and reflect on cultural differences before, during and after their placement. In main phase two, the main focus is on leadership management, and cultural perspectives on this.

Similar types of group learning take place in the various projects in each year, in courses where the Problem Based Learning approach is used, in the interactive teaching methods and in the case studies on international questions. The audit panel noted that the international and cross cultural awareness are even visible in the multiple choice assessment of the courses Organisational Behaviours and Marketing. All in all, the audit panel assesses the teaching methods as excellent for the purpose of internationalisation and cross cultural awareness.

Conclusion

The audit panel concludes that the teaching methods are excellently suitable for achieving the international and intercultural intended learning outcomes.

Criterion 3c: Learning environment

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

Characteristic of the learning environment is the small scale, which creates a sense of intimacy. Learning communities with webinars and other online facilities are already in place in the Bachelor Thesis course and in the minors, so that students abroad can have access to this information while writing a thesis. This will be extended to other course in the re-design of Main Phase 2.

The programme aims for an international classroom: in every class and every group at least one or two international students participate. This stimulates cross cultural learning and the exchange of international experiences. Students are actively encouraged by staff to always speak English, also in the corridors, in order to make all students feel included. Different events are international and so are the menus in the learning company Sibelicious. The placement abroad, the study trips and events are all intended to create an inclusive community for all students, regardless of their origins. The audit panel clearly sees that the programme aims for the international classroom, but it is not yet quite there. Due to the relatively small number of international students (17.5 per cent) the tendency for Dutch students to speak Dutch remains high and sometimes international students feel it takes a fair amount of initiative to penetrate the Dutch group. The audit panel hopes the international classroom will become more robust, when the number of international students increases. The audit panel urges the programme to continue insisting that students talk English not only in formal study programme settings (classes etc), but also in more informal ones, i.e. extracurricular events, presentations, and bring it to the attention of the programme's study associations, etc. in order to create an even more inclusive environment.

Per September 2018, the Academy will move to a new campus, where eventually all Academies will be housed together. The Academy of Hotel & Facility Management will have its own recognisable place on the campus, which will be important to maintain the intimate atmosphere in the programme. This new campus is expected to offer wider possibilities for international students, because there will be a larger number of students from abroad, studying in the other English taught programmes. International students often find it difficult to find side jobs. BU intends to prioritise such jobs at the new campus, e.g. in food and beverage, to international students. The panel is confident from the information provided that the new campus will be at least as good as the current location. Care should be taken to avoid that Dutch students feel excluded when most of the jobs at the campus go to international students.

Conclusion

The audit panel concludes that the learning environment is suitable for achieving the international and intercultural intended learning outcomes.

Overall conclusion regarding Standard 3: Teaching and Learning

The audit panel found that the content and the structure of the curriculum provide excellent means for achieving its international and intercultural intended learning outcomes. In addition, the teaching methods are excellently suitable. The international learning environment provides good conditions for achieving the international and intercultural intended learning outcomes, but still has to grow. The combination of two excellent and one satisfactory score leads to the audit panel's assessment of Standard 3: Teaching and Learning as good.. The audit panel therefore assesses *Standard 3: Teaching and Learning* as **good**.

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.

Currently, 89 people are employed by the Academy, of which 63 (approximately 70 per cent) are directly involved in the teaching process (direct student contact) either as academic staff, practical instructor (operational outlets) or student tutor (study coach). 24 members of staff (38 per cent of teaching staff) either come from abroad or have at least worked and lived abroad for a minimum of five years. Staff members from the Netherlands or neighbouring countries often have extensive international experience. The Academy applies a positive discrimination policy when it comes to recruiting international staff. In case of equal suitability for a vacancy, preference is given to international candidates. The audit panel believes that the international composition of staff is an important dimension for internationalisation and commends the Academy for its HRM policy. The audit panel encourages continuing the efforts to increase the number of international staff, also from other than the neighbouring countries, in order to stimulate the international and cross cultural environment even further.

The qualifications of staff are good. One of the targets in the HRM 2013-2017 policy framework was to increase the number of staff with a Master and PhD level. New staff was attracted for a combination of research and educational activities. This policy has been successful and has led to 85 per cent of lecturing staff with a Master's degree and 25 per cent of staff at PhD level. The Academy has two professors, who concentrate on knowledge development, knowledge dissemination and research. All lecturers from scale 11 have been assigned one of four research roles (analysing, publishing, consulting, translating into education) and align their individual research activities in one of the three research streams, coordinated by the professors. Via the PURE application on the staff portal website, the output of the Academy in terms of (international) research are shared. The research unit Hotel & Facility Management displays a worldwide collaboration network with many European, North American, Australian, but also South African and Middle Eastern partners. Staff members attend international conferences and present their research findings.

Conclusion

The audit panel concludes that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes quite well.

Criterion 4b: Experience

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

When selecting staff, the Academy seeks a balance between academic level and professional experience. A large majority of staff comes from the (international) industry, bringing both their experiences and their network into the programme. Nearly all lecturers are placement coaches, which entails visiting several companies abroad twice a year and hence staying in touch with the international industry. Other opportunities include supervising yearly study trips with students (see also 3: curriculum) or joining international conferences and network events.

As it is BU's strategic aim to further develop itself into an internationally recognised and acknowledged knowledge institute, the Academy of Hotel and Facility has invested much in its research output and building international partnerships with both knowledge institutes and other relevant partners. In 2017 alone, the Academy engaged in joined research with over 10 non Dutch partner universities worldwide and over 20 international industry relations. Many lecturers are involved in the European funded Smart City Hospitality (SCITHOS) research project on sustainable solutions for European Tourist destinations. Some staff members are visiting professors across the world or write text books with foreign colleagues. Staff belong to relevant international associations (as chair, board member or member). The audit panel concludes there is an international openness across the staff and that there is a general international exposure.

During the conversations with the teachers, the audit panel learned that all of them are fully aware of the importance of an international classroom. They correct students speaking Dutch and focus on different types and cultures in their classes, using real-life stories of international students. They stimulate students to get to know each other's culture and to

compare countries. They are aware that behaviour preferences are different among people and cultures and take this into account in their teaching and coaching.

Based on the meetings during the site visit, the audit panel assesses the language skills of staff as very good. The teaching staff told the audit panel that they feel comfortable and well equipped to teach in English. English teachers will correct them, if necessary. A staff member (teaching or support staff) can be sent to Brighton for a language course, if he/she feels this is necessary.

Conclusion

The audit panel concludes that staff members have wide international experience, good intercultural competences and very good language skills.

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.

The HR cycle plays an important role in the continuous development of staff. The key subject of yearly performance and appraisal interviews is personal development of the staff member, including professional, teaching and knowledge development as well as research performance, internationalisation opportunities and personal ambitions. The staff member fills in a personal digital portfolio, in which he/she reflects on personal developments, ambitions and needs. Interview notes, agreements and actions are noted and processed in the digital portfolio.

BU has an on-going language policy to bring all academic teaching staff to a C1/C2 level of English fluency according to the Common European Framework of Reference (CEFR). The Academy of Hotel and Facility Management used to have an on-site train the trainer programme (0.4 fte) to enhance the oral and written English fluency of the staff. Since the English proficiency of staff has increased considerably, this on-site programme is no longer offered. However, the School of Creative Education - the in-house university staff development training centre - continues to offer tailor made courses which could focus on e.g. classroom English, general fluency or writing skills, depending on the staff member's needs. Participation is then part of the HR cycle and discussed during appraisal interviews.

The yearly performance and appraisal interviews have encouraged staff to define and discuss personal ambitions, also in terms of internationalisation. The School of Creative Education offers a variety of tailor made courses staff can choose from, but the staff is also actively encouraged to participate and explore opportunities abroad. A few examples include:

- Placement visits: all students going on a 24 week placement abroad are visited by their placement coach once. Destinations include: Australia, New Zealand, South Africa, Hong Kong, Thailand, Spain, France, Germany, Dutch Antilles, UK, Ireland, Malaysia and Belgium.
- EuroCHRIE Conference in 2014, 2015, 2016 (6 staff members) in Budapest and 2017 (Nairobi, Kenia)

- Summit on Global Metropolis and Regional Tourism Development, Shanghai, China (2017)
- International Panel of Experts of THE ICE 2016 and 2017
- Global tourism and hospitality Congress 2017 (Hong Kong)
- Yearly alumni drink at ITB Berlin
- Multiple Lecturer exchanges to HAAGA HELIA, Finland 2014-2017
- IAAPA Europe Conference Roosen College (Orlando, Florida) 2016, 2017 (3 staff members)
- Visit partner university CETT, Barcelona 2016
- EAIE annual conference (2 staff members, yearly)
- International Week HAAGA HELIA (for supporting staff) (3 participants)
- Visit Institut Paul Bocuse (2016); setting up student and staff exchange
- Participation in student study trips as a supervisor

The audit panel concludes that the range and level of services is good. They stimulate the international culture.

Conclusion

The audit panel concludes that the services provided to the staff are consistent with the staff composition. The opportunities offered to teachers to gain international experience, intercultural competences and language skills are good.

Overall conclusion regarding Standard 4: Staff

The panel found that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes quite well. Staff members have wide international experience and good intercultural competences and language skills. The services provided to the staff are good. They correspond to the staff composition and needs and facilitate international experiences, intercultural competences and language skills. The audit panel 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.

In 2017-2018, the programme has 17.5 per cent (or 133 international students) studying hotel management, thus exceeding the BU wide goal to reach 15 per cent international students in 2017. In absolute numbers, the international student population grew from 92 students in 2015-2016, to 117 in 2016-2017 to the current 133 students. Incoming exchange students are not included in these numbers. When looking at the number of degree seeking starters, 2017-2018 again displays the highest number of starters in absolute numbers – 46 students - (or 20.5 per cent of students in the propaedeutic phase). The audit panel recognises the upward trend for the last few years, which is in line with the BU strategy as emphasised in the strategic plan. The audit panel received an overview of students with their nationalities. This shows that students come from very different countries.

Although the Academy considers these numbers encouraging, it is keen on increasing them even more as the international student population is vital in achieving its internationalisation goals. The Academy has paid a lot of attention in the last years to the so-called routing process of international applications, as it was noticed that many applications did not materialise into new starters at the beginning of the academic year. A BU wide project group worked on this issue from 2014-2017 with relative success, as the number of students who actually start their studies in September has increased over the last years. A second way to achieve a larger number of international students is through an international recruitment policy. Based on its interview with the internationalisation officers, the audit panel feels that it would be beneficial if the marketing approach and recruitment plan would be focused more on the needs of the international hotel management programme. The audit panel also advises using more social media.

Conclusion

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

Criterion 5b: Experience

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

As described in 1c, the programme has adopted a dual approach of internationalisation at home and internationalisation abroad in order to realise its generic international learning outcome. This is further described under Criterion 3. To sum up, the Academy offers its students a multicultural and diverse study environment at home to develop cross cultural awareness, both embedded in the curriculum and by creating school and (mock) business environments to practice. Besides this, the Academy also offers its students mandatory and optional opportunities to go abroad. There are yearly study trips to a European destination, but the hotel management programme also offers multiple opportunities to study abroad and gain international experience. These include:

- Mandatory 24 week international placement abroad. The placement office matches students with hotels and negotiates the contracts. All students are visited during the first half of their internship, allowing a quality check from the supervising lecturer, who at the same time is able to visit potentially interesting new hotels and remain in touch with latest industry developments.
- Optional placement abroad during graduation phase. Students may decide to do another placement abroad during their graduation phase. These placements may vary in length from a few months up to almost one year. Due to the alternating semesters in the graduation phase, students can decide themselves whether they want to complete their Bachelor Thesis before or after their personalisation phase. The Learning Community bachelor thesis course enables students to take part from all over the world.
- Double Degree Programme with UAS Haaga Helia, Finland. Students can apply for the double degree programme. Upon successful completion and spending their final year of study at the partner university, students will receive both a Finnish and Dutch BBA Degree.

- In and outbound exchange: during Main Phase 1, students can go on a one semester exchange to one of the 24 partner universities the hotel management programme exchanges students with.
- Young Hoteliers Summit (YHS) at Ecole Hoteliere Lausanne (EHL), Switzerland. Yearly participation of a team of 4-5 hotel management students and one lecturer.
- Participation in Mise en Place Cup (selected): yearly competition among European Hotel Management Schools (Dublin, Ireland 2016, Maastricht, The Netherlands 2017). Participation of a team of 4-5 hotel management students and one lecturer.

The audit panel considers the international experience offered to students excellent. The range and quality of possibilities and the guidance offered to the students are impressive.

Conclusion

The audit panel concludes that the programme offers all of its students excellent internationalisation experiences. These experiences correspond well with its internationalisation goals.

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.

Apart from the regular forms of student guidance and support, the programme offers students the following services specifically related to internationalisation:

- An English website at university level (<https://www.nhtv.nl/ENG.html>) with information on the university, the programmes and their entry requirements and application procedure, reasons for studying in the Netherlands and practical information. Students can also request a Skype meeting via the website.
- Support from the BU student office to assist and guide the applicant during and after the selection process:
 - Credential evaluation and international admissions
 - Immigration procedures
 - Student registration (ministry of education's database)
 - Housing: all international students are assisted in finding suitable accommodation.
 - Scholarships: Erasmus+ and non-EU scholarships
 - Crisis management: BU has one outstanding and elaborate crisis management systems in place when it comes to tracking and keeping in touch with university staff students travelling abroad.
 - Daily Office hours at main campus. Hotel management students can call for free from service desk at any of the current university locations.
- The European Erasmus student network (ESN), with an office at BU main campus, offering events such as city trips, parties, sports tournaments, introduction days, dinners and movie nights. ESN also offers the EUR-buddy programme to all new students. Both international and Dutch students are welcome to join.

- A two day introduction programme for all BU international students, followed one week later by InterSib, the Academy specific introduction days for international students, where all hotel and faculty students meet for the first time during a three day event.
- During the first weeks of the semester, consultation hours are scheduled for new international students. Each student is assigned to a study career coach, with whom they have personal scheduled meetings a number of times per year to check on the academic progress.
- A diploma supplement explaining the degree to non-Dutch audiences.

The audit panel feels that the services offered contribute to internationalisation very well.

Conclusion

The audit panel concludes that the services that are specifically related to internationalisation, support the programme's internationalisation goals and the composition of the student group very well.

Overall conclusion regarding Standard 5: Students

The panel found that the composition of the student group is in line with the programme's internationalisation goal, but agrees with the programme that increasing the number of international students is vital to the realisation of the generic international learning outcome of the programme. The programme's internationalisation goals are adequately supported by the excellent opportunities for students to gain internationalisation experiences and the extensive services related to internationalisation. The audit panel therefore assesses *Standard 5: Students* as **good**.

6. 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	Good
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Unsatisfactory	The programme does not meet the current generic quality for this standard; the programme shows identifiable shortcomings for this standard.
Satisfactory	The programme meets the current generic quality for this standard; the programme shows an acceptable level across the standard's entire spectrum.
Good	The programme surpasses the current generic quality for this standard across the standard's entire spectrum.
Excellent	The programme systematically and substantially surpasses the current generic quality for this standard across the standard's entire spectrum; it explicitly includes one or more exemplary practices and can be regarded as an international example for this standard.

Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Drs. Mariëlle Klerks		X	X	X	
• Dr. Rajka Presbury	X	X	X	X	
• Dr. Russell Arthur Smith	X	X	X	X	
• Caro van Eekelen	X	X			
• Wout Witteveen	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;

Name (including title(s))	Brief descriptions for panel members
Drs. Mariëlle Klerks (Chair)	Mariëlle Klerks is senior policy advisor Educational Strategy and Quality Assurance and programme manager of the International Classroom Project at Rijksuniversiteit Groningen, the Netherlands. Prior to that she was a senior auditor and consultant at NQA (2014-2017) and QANU (2012-2014). She is an ECA certified senior auditor.
Dr. Rajka Presbury	Rajka Presbury is a senior lecturer at the Blue Mountains International Hotel Management School (BMIHMS-Torren University Australia), part of the Laureate Hospitality Education, a division of the Laureate International Universities. From 1999 to 2008, she was lecturer and course coordinator of undergraduate and postgraduate programs in the College of Business, University of Western Sydney. From 1995 to 1998 she was the Senior Lecturer of the William Blue College of Hospitality Management (formerly known as William Blue Hotel Management School). Prior to joining academia, Dr Presbury gained extensive professional experience in the hotel sector and had held a number of management positions in Banqueting Services, Restaurant, and Event Sales & Conventions. She has been a member of THE-ICE (International Centre of Excellence in Tourism and Hospitality Education) and an auditor since 2009.
Dr. Russell Arthur Smith	Russell Arthur Smith is a hospitality and tourism development expert who has extensive academic and professional experience in Asia, as well as in Europe, North America and the Middle East. He is currently Principal and Company Director,

	<p>Sitetectonix Pte Ltd, Singapore, which has a diverse range of projects across Asia, including hospitality projects. Dr. Smith has held academic appointments with universities in China, France, Malaysia, Singapore and the United States of America. He is actively involved in academic audits serving as audit chair and panel member as well in audit preparation where he has experience with NCAAA, QAA, EQUIS, AACSB and RIBA.</p>
Caro van Eekelen	<p>Caro van Eekelen is Senior Vice President Learning and Cultural & Digital Transformation at AccorHotels. Her operational experience includes being Managing Director Benelux (116 hotels all segments), Cultural Transformation Leader World Wide for all segments and Master Trainer Cultural Transformation 2016-2017. She has worked in France, the Benelux, the Caribbean and Africa. She has been a member of an audit panel at Saxion Hotel School Apeldoorn and been a member of the Supervisory Board of Stenden University of Applied Sciences.</p>
Wout Witteveen	<p>Wout Witteveen is bachelor student at Hotel Management School Maastricht (HMSM), the Netherlands. During his time as HMSM Student Council President, he gained experience in internationalisation within the higher educational system. During his board period (2016) internationalisation was the top priority and a plan was created for merging international and Dutch students. He was also part of the 'international team' of the HMSM in which he had a co-creating strategic role as a student.</p>
Dr. Marianne van der Weiden (coordinator)	<p>Marianne van der Weiden is a freelance auditor and a certified NVAO secretary.</p>

Annex 2. Documents reviewed

In addition to the critical reflection, the audit panel studied the following documents:

	Title	Referred to on page(s)
A	NHTV strategic plan, Knowledge@Work 2013-2017	12
B	Education@Work2014-2024	12
C	Internationalisation strategy 2013-2017	13
D	Professional and Educational Profile 2012-2016 of the Association of Dutch Hotel Management Schools	16
E	Domain competencies of the Bachelor of Business Administration	16
F	Learning goals per course	16
G	Overview of modules and courses	19
H	Overview of international staff members	22
I	Overview of students' nationalities	25



Annex 3. Site visit programme

Overview

Date: 25-28 March 2018
Institution: NHTV Breda University of Applied Sciences, International Hotel
Management
Location: Sibeliuslaan 13, 4837 CA Breda

Programme

Sunday 25 March 2018		
15.30-16.00	Pre-site audit catch-up	Gienke Osinga, Academy Director Simen Kooi, Programme Manager
16.00-16.30	Briefing of the panel	Anne Klaas Schilder, Association
16.30-18.30	Preparation meeting	
19.00	Dinner	
Monday 26 March 2018		
8.30-9.00	Preparation session	
9.00-9.45	Meeting with senior executives and key liaisons from Applicant Institution for Auditors to gain understanding on the overall strategic direction of the institution	Hein van Oorschot LLM, President of the Board Gienke Osinga MSc, Academy Director Simen Kooi MA, Programme Manager
10.00-12.15	Review of documents	
12.15-13.00	Working lunch	
13.00-14.00	Meeting with students from year 1, 2 and 3 as well as with student-representatives from the participation council and student representatives from the degree programme committee	Casper Wagener Mihaela Purcarean Bibi Sillekens Alex-Francis Puthusserry Xiaolan Chen Robin Slegers Roos van de Beek
14.15-15.15	Observation of classes in session (unsupervised)	
15.30-16.30	Tour of campus & facilities + impression new campus Presentation of products by students (e.g., products Capstone Project, Integrated Project, Bachelor Thesis etc.)	Dennis Petersen Yvette Claassen
16.45-17.15	Meeting with Applicant Institution key liaisons to go through any outstanding questions, where applicable, and decide on the programme of the next day regarding documentation etcetera	Gienke Osinga MSc, Academy Director Simen Kooi MA, Programme Manager Marjolein Koens MSc, Educational advisor Peter Beuving, Manager Operations
17.30-18.00	Wrap-up session	
18.15-20.00	Dinner Sibelicious	
Tuesday 27 March 2018		
8.30-9.00	Preparation session	
9.00-9.45	Meeting with administration support team such as Student Counsellor, Admission Officers etc	Hermien Schippers MSc, Student counselor Helene Rops MSc, Student admission officer Janneke van Hoek MSc, Lecturer involved in selection process, member of the Board of Examiners
10.00-10.45	Meeting with internationalisation officers	Marlie van Dun, internationalisation officer NHTV Antoon Ceuleers MA, internationalisation officer Academy

11.00-11.30	Meeting with Coordinator Bachelor Thesis Course	Marina Brinkman MSc
11.30-13.15	Review of documents and working lunch	
13.30-14.30	Meeting with faculty members (lecturers, coaches, researchers)	Lieke Sauer MSc Mirre Weijzen Dr. Danny Han Ing. Geoff Maree Loretta del Prado MA Dr. Joseph Roevens
14.45-15.30	Meeting with Industry relation team, placement supervisor & industry partners	Peter Beuving, Manager Operations Eric Andersen, Lecturer Operations/Sibelicious, graduation coach, Board member Academy Mariska Erbe, Coordinator placement office, placement coach Remco Vrieze, placement coach, study coach management development programme
15.45-16.30	Meeting with representatives from the Academic Board as well as the associate professors and researchers	Anne van Delft MSc, Manager Research and Business Innovation Bert Smit MSc, Lecturer and researcher, Development Master in Service Innovation (working title) Dr. Frans Melissen, Professor of Sustainable Business Models Dr. Xander Lub, Professor of Hospitality Management & Experience Design
16.45-17.30	Meeting with industry partners	Patrick Kerkhoven, Chief Operations Officer at WIN Hotel Group Harold Kluit, General Manager at FRHI Hotels & Resorts, Swissôtel Amsterdam Marcel Broumels, Head of Innogy IdeaLab at Innogy SE Bart Beijer, Operations Manager at Grand Hotel Karel V
17.30-18.00	Wrap-up session	
19.15	Dinner	
Wednesday 28 March 2018		
8.30-8.45	Preparation session	
8.45-9.45	Meeting with Board of Examiners & testing committee	Drs, Patrice Staal, Chair Board of Examiners Janneke van Hoek MSc, Member of the Board of Examiners Nanda Slangen MSc, Chair testing committee Marjolein Koens MSc, Educational advisor Irene Vlam, Support officer
9.45-10.15	Meeting with Curriculum Committee and Degree Programme Committee	Simen Kooi MA, Chair Curriculum Committee and Programme Manager Myranda Aanraad, Member Degree

		Programme Committee Sanne Ouwendijk, Chair Degree Programme Committee
10.30-10.45	Meeting with Graduation coordinator and graduation coaches	Drs. Patrice Staal, Coordinator Graduation Phase, graduation coach Marina Brinkman MSc, Coordinator Bachelor Thesis Course, graduation coach Tanja Beks, Coordinator Personalisation and study delay project, graduation coach Dr. Stan Josephi, Lecturer and graduation coach Yoy Bergs MSc, Lecturer Bachelor Thesis Course, Lecturer Investigative Abilities, graduation coach
11.00-11.45	Poster presentations by graduates	Falk Holtslag Elesier Angel Tita Hukinnen Marit Hoencamp John van Doorn
12.00-13.00	Lunch	
13.00-14.00	Meeting with graduates and alumni	Liselot Homburg (2009-2012) Mischa van Daalen (2013-2017) Rogier Stolk (2004-2008) Bastiaan Bongers (2011-2016) Rick de Jonge (2007-2011) Kiona Malinka (2005-2008)
14.00-16.15	Time for panel to discuss and formulate feedback	
16.15-16.30	Presentation to management on interim findings and key observations	Gienke Osinga MSc, Academy Director Simen Kooi MA, Programme Manager Marjolein Koens MSc, Educational advisor Peter Beuving, Manager Operations
16.30-17.00	Presentation to NHTV executives and faculty on interim findings and key observations.	

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