

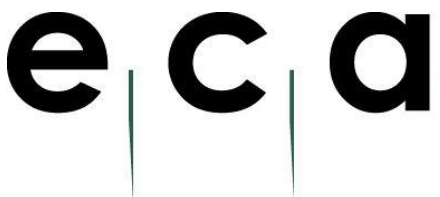
Assessment report

Hospitality Management

NHL Stenden University of Applied Sciences



Certificate for Quality in Internationalisation



European consortium for accreditation

Assessment report
- Programme level

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European Consortium for Accreditation in Higher Education



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1. Executive summary

The Bachelor and the Master programmes of Stenden Hotel Management School were assessed by the Accreditation Organisation of the Netherlands and Flanders (NVAO). The NVAO convened an assessment panel which studied the self-evaluation report and undertook a site visit in Emmen and Leeuwarden on 18-21 March 2018 .

Standard 1: Intended internationalisation

Both programmes receive the assessment **excellent** on Standard 1.

The audit panel found that the programme has very clear internationalization strategy and clear and well-articulated goals for both programmes. Strategy and goals are thought through carefully, well documented and well suited to both the Bachelor and the Master programmes. The goals are widely shared and supported by stakeholders both within and outside Stenden HMS. The goals include measures which undoubtedly contribute to the quality of teaching and learning. The internationalization goals are well operationalized in objectives which are concretely formulated and verifiable and as such provide an excellent basis for monitoring the achievement of the programme's internationalization goals.

Standard 2: International and intercultural learning

The Bachelor programme receives the assessment **good** on Standard 2. The Master programme **satisfactory**.

The audit panel found that both programmes use internationally validated intended learning outcomes, which have a clear international dimension and include learning outcomes explicitly related to the development of those international and intercultural skills that are necessary to work in the international hospitality industry. The explicit international and intercultural learning outcomes correspond well to the internationalization goals of Stenden HMS.

In line with the approach to internationalization, international and intercultural competencies are assessed as an integral part of the regular course assessments in the Bachelor programme. 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. In the Master programme the achievement of the international and intercultural competencies is less clear, because of the limited information, and also because of the formative, more ad hoc way of assessing the intercultural competency in class. The theses, on the other hand, cover topics that demonstrate the achievement of the first sub learning outcome (i.e. 'The ability to develop a critical vision on the globalization process in the context of hospitality and service').

Standard 3: Teaching and Learning

Both programmes receive the assessment **excellent** on Standard 3.

The audit panel found that the content and the structure of the curricula provide excellent means for achieving the international and intercultural intended learning outcomes. In addition, the teaching methods are very suitable and the highly inter-

national learning environment provides excellent conditions for achieving the international and intercultural intended learning outcomes. The audit panels commend Stenden HMS on the Grand Tour and the options it provides for students, and on the dual programme with the University of Derby.

Standard 4: Staff

The Bachelor programme receives the assessment **good** on Standard 4. The Master programme **excellent**.

The panel found that the composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes. Furthermore, staff members of the Bachelor programme have varied international experience and of the Master programme very good international experience. Staff members in the Master programme all have international work and/or teaching experience. All staff members have good intercultural competences and language skills, due to e.g. specific training. The many services provided to the staff are excellent. They correspond to the staff composition and needs, and facilitate international experiences, intercultural competences and language skills.

Standard 5: Students

Both programmes receive the assessment **good** on Standard 5.

The panel found that the composition of the student group is international in the Bachelor programme and highly international in the Master programme, which is in line with the internationalization goal of creating an international learning environment. Furthermore, the internationalization goals of Stenden HMS are adequately supported by the excellent opportunities for students to gain internationalization experiences and the services related to internationalization.

To conclude, the audit panel is impressed by the highly international character of Stenden HMS, which is visible in almost all aspects of both the Bachelor and the Master the programmes, especially in the realization of international and intercultural learning, teaching and learning, staff and student group composition and the services and internationalization experiences that are offered to both staff and students. The audit panel is impressed by the Grand Tour for Bachelor students and the dual degree with the University of Derby for Master students.

2. The assessment procedure

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

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

- Drs. Mariëlle Klerks, panel chair, is Programme Manager International Classroom at the Rijksuniversiteit Groningen. Before that she was a senior auditor and consultant at the Netherlands Quality Agency. She is certified by ECA to assess the quality of internationalization.
- Dr. Rajka Presbury is senior lecturer at the Blue mountains International Hotel Management School (BMIHMS-Torren, University Australia), art of the Laureate Hospitality Education.
- Dr. Andy Nazarechuk EdD is a former Senior VP of International relations for Taylor's University in Malaysia and past President of APacCHRIE (Asia's largest Hospitality Educators Association).
- Philippe Rossiter was an officer in the Army Catering Corps in the British Army, where he commanded the Army School for Catering for four years as well. On leaving the army he was appointed Chief Executive of the Institute of Hospitality. And after that he was Executive Secretary to the Master Inholders until 2017.
- Annemijn van Steenis Ma MBA is an alumnus of the Hospitality Business School Hotel School the Hague in Amsterdam. Before that she studied Communication and Information Studies at the Universiteit Utrecht.
- Ida Aittomäki. is a Bachelor's student of Tourism and Business Management, specializing in Competitive Tourism Destinations, at Haaga-Helia University in Finland.

Drs. Nel Göbel, independent secretary and auditor, 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 Stenden HMS upon simple request. The procedure was coordinated by Nel Göbel.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programmes before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting the day before the site visit.

The site visit took place on 19-21 March 2018 at NHL Stenden University of Applied Sciences in Emmen and Leeuwarden. ([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 finalized the draft report on 16 April 2018. It was then send to the Stenden HMS to review the report for factual mistakes. Some minor issues were reported by Stenden HMS. The panel amended the report were necessary based on the feedback by Stenden HMS. The panel approved the final version of the report on 30 July 2018.

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.
CROHO: 34411

Master of Arts in International Hospitality & Service Management
Master of Science in International Hospitality & Service Management
CROHO: 70134

Number of credits: Bachelor 240 EC
Master 180 EC MA Degree, 220 EC MSc Degree

Specialisations (if any):

- Bachelor: Cruise Management, Event Management, Food & Beverage / Gastronomy
- Master: Entrepreneurship and Innovation, Managing Events Organisations

ISCED field(s) of study: Bachelor: Hospitality, hotel operations, hotel management, marketing, human resource management, finance, languages, research, strategy
Master: Hospitality and service, hospitableness, sustainability, personal leadership and value creation

Institution: Stenden Hotel Management School

Type of institution: European Higher Education Area University of Applied Sciences

Status:

Bachelor: NVAO (2012, for 6 years)

Master: NVAO (2015, for six years), validated by the University of Derby

International:

International Centre of Excellence in Tourism & Hospitality Education (THE-ICE), Australia, full membership obtained in 2014

Institute of Hospitality, UK, BBA programme (2014, for 5 years)

Certificate for Quality in Internationalisation, ECA, BBA programme (2014)

QA / accreditation agency:

NVAO, THE-ICE, Institute of Hospitality, ECA

Status period:

see above

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.

Both the Bachelor programme in Hotel Management and the Master programme in International Hospitality and Service Management are incorporated in Stenden Hotel Management School (Stenden HMS). Stenden HMS operates within the larger framework and strategy of NHL Stenden University of Applied Sciences (Stenden). Stenden's institutional strategy¹ gave internationalization a central position; it is one of the three pillars along with Problem Based learning (PBL) and Research. Within Stenden HMS Real World Learning is the glue that forms the connection between the three pillars. In 2018 Stenden merged with NHL University of Applied Sciences. In the new NHL Stenden University of Applied Sciences internationalization will be a key focus area.

Stenden's vision on internationalization is:

"To prepare our students and staff for an international and changing environment by exposing them to a wide range of meaningful international experiences in the Netherlands and abroad, allowing them to build a strong foundation of skills, knowledge and adaptability that will last a life time"².

Stenden HMS's internationalization goal is in line with the Stenden strategy³. The continuing emphasis on internationalization is clear from the document *Stenden HMS Internationalisation Strategy & Implementation Plan 2013-2017* and the documents *Concept Stenden HMS Academy Plan* and the *Stenden Internationalisation Strategy 2018-2022*. Stenden HMS (i.e. both the Bachelor and the Master programme) aims to prepare its students and staff for an international and changing environment by exposing them to a wide range of meaningful international experiences in the Netherlands and abroad, allowing them to build a strong foundation of skills, knowledge and adaptability that will last a lifetime⁴. This central internationali-

¹ Stenden World Wise, Education and Research, Stenden's Compass for 2013-2017

² Stenden (2016). Policy on Internationalisation and Action Plan 2015-2016, 2016-2017, 2017-2018 v.1.0

³ Stenden HMS (2012). Returning to the Top, Stenden HMS Strategy 2012-2017

⁴ ECA Self-evaluation report Stenden Hotel Management School, February 2018

zation goal is operationalized by three focus areas: internationalization at home (I@home), internationalizations abroad (I Abroad) and staff development. Through these three focus areas Stenden HMS strives to have the following conditions in place in order to realize its internationalization aim:

- A culturally diverse student and staff population;
- Internationalized learning outcomes and curricula;
- Extensive opportunities for international mobility.

Stenden HMS's basic starting point for internationalization of education is that it is expected that students will need to work with various stakeholders (employees, guests, managers, hotel owners, investors, tour operators, etc.) from different countries and backgrounds. Internationalization is therefore perceived as an important element of a proper preparation of students for the labour market and, as such, as a means to enhance the employability of students.

For the Bachelor programme, this aim is worked out further and translated into an overarching overall learning outcome specific to internationalization, which reads: "All students develop the competencies necessary to function effectively in an international business environment. They can communicate fluently in English and speak at least one other foreign language. They are able to shift from their own cultural perspective to the perspective of another and to adapt behaviour accordingly".⁵

Although not translated into a specific overall learning outcome for internationalization, Stenden HMS's central aim is also clearly present in the ambition of the Master programme. It is the ambition of this programme to provide a distinctive, *international* service management education that aims to develop *international* professionals, committed to sustainable approaches to service management and adept in applied research, capable of contributing to and becoming leaders within the *international* community.⁶ MAISHM cooperates with an international academic partner, the University of Derby in the United Kingdom, to offer students international exposure abroad. The learning outcomes of the MAISHM programme are derived from international frameworks agreed on by both universities.

The internationalization strategy 2013-2017 was evaluated leading to a new strategy for the coming years. Evaluations were based on documents like: *Achieved outcomes Internationalisation Strategy Plan 2013-2017*, results from national student satisfaction survey 2017, CeQulnt recommendations, the Mint reports. The audit

⁵ BBA Programme Document: Real World Learning for Hotel Management, April 2017

⁶ Self-evaluation report Stenden Hotel Management School, February 2018

panel is of the opinion that Stenden HMS's internationalization strategy and goals are thought through carefully and elaborated on very well.

Stenden HMS staff is actively involved in shaping the school's strategy and the HMS programmes accordingly. Within Stenden there are meetings and forums to discuss internationalization.

Other stakeholders involved are the international Advisory Board of Stenden HMS. Nearly twenty members from the national and international hospitality industry discussed the *IHM Internationalisation Strategy 2013-2017* in 2012 and 2013. The Advisory Board suggested to incorporate Russian and Mandarin in the BBA language programme. These languages were introduced in 2015.

Conclusion and recommendations

The audit panel concludes that Stenden HMS (i.e. both the Bachelor and Master programme) has formulated a clear internationalization strategy and clear internationalization goals, which correspond well with the central Stenden strategy. The internationalization goals for the programmes are carefully thought through and well documented. The goals are 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 internationalization goals, they are translated into objectives for each year on a yearly basis and incorporated in the school's Year Plan and reported on in the Trimester reports. The objectives for the bachelor and master programmes are jointly formulated at Stenden HMS level.

The audit panel has established that the objectives for both the period 2013-2017⁷ and the period 2018-2022 correspond well with the programmes' internationalization goals. For example, one of Stenden HMS internationalization goals is to have a culturally diverse student population (cf. 1a). In order to reach this goal, objectives for 2013-2017 were 'the number of foreign students grows by 2-3% per year (intake)' and 'to stabilize the intake of Chinese and German students and to increase the number of students from other countries'. The objective for 2018-2022 to realize this goal is 'to increase the percentage of international students in the BBA pro-

⁷ Stenden HMS, Internationalisation Strategy & Implementation Plan 2013-2017, 2014

gramme to >-30% of Total student population. Maintain a diverse student population in the Master programme’.

The internationalization objectives for the period 2018-2022⁸ show objectives in the domains: internationalization at home, internationalization abroad, staff, strategic partnerships / international industry relations, and research. In all domains two to four objectives are formulated, some are more of a quantitative nature others more qualitative. From each domain an example is mentioned here:

- Internationalization at home: Increase percentage of international students in BBA programme to ≥ 30 percent of total student population. Maintain a diverse population in the Master programme.
- Internationalization abroad: Continue strong international collaboration with the University of Derby and increase the number of Master students obtaining a dual degree to 70 percent.
- Staff: Establish staff development needs during appraisal cycle and provide development and training opportunities (language, intercultural competences, digital literacy, mobility, conferences, etc.). Introduce Global Mind Monitor for academic and support staff.
- Strategic Partnerships /International Industry Relations: Increase collaboration with one or two additional strategic partners e.g. Haaga-Helia in Finland and Pegnitz in Germany.
- Research: Carry out the longitudinal Global Mind Monitor research project to measure intercultural competence development of both students and staff members. Paper presentations and publications in cooperation with the participating Dutch Hotel Schools and Stenden schools.

The audit panel establishes that the objectives are feasible and reflect the challenging character of the internationalization goals. The objectives are, to the audit panel’s opinion, also concretely formulated and verifiable which makes them an outstanding tool for monitoring purposes.

Conclusion and recommendations

The audit panel concludes that objectives have been formulated which relate well to the programme internationalization goals. These objectives are both quantitative and qualitative in nature. They are concretely formulated and verifiable and as such provide an excellent basis for monitoring the achievement of the programme’s internationalization goals.

⁸ Stenden HMS Internationalisation Strategy 2018-2022 v.1

Criterion 1c: Impact on education

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

As pointed out under criterion 1a, Stenden HMS strives to have the following conditions in place which have a clear impact on the quality of teaching and learning:

1. A culturally diverse student and staff population.
The school is of the opinion that using cultural diversity of student and staff contributes to the quality of teaching and learning, as it stimulates the development of intercultural awareness, competencies and language skills;
2. Internationalized learning outcomes and curricula;
The impact of this goal on the quality of teaching and learning is clear. Internationalization is strongly embedded in the curricula of both the Bachelor and the Master programmes.

Bachelor programme (BBA):

In 2017 a new Professional & Educational Profile has been established for the Dutch Hotel Schools. The merger of NHL and Stenden into NHL Stenden University of Applied Sciences has resulted in an new educational concept: Design Based Education. The curriculum of the BBA programme will therefore be redesigned in co-creation with the external, international campuses. The first meeting took place in October 2017, attended by representatives from all campus sites. The new curriculum will start in September 2019.

The Global Mind Monitor was introduced in September 2017. This research project will enable Stenden HMS to monitor international learning outcomes, the development of international awareness and the intercultural competences of students and staff. At the same time the Monitor is used to determine the effect of educational interventions on student development. Students fill in the questionnaire annually. With the results they get information on how to improve further.

Master programme (MA):

The international academic partner of MAISHM is the University of Derby (UoD), a renowned university in the United Kingdom. The curriculum for the Master programme was co-created with faculty from the University of Derby. UoD has formally accredited this curriculum as part of the Master of Science in International Hospitality Management offered by the University of Derby. As a result staff of UoD comes to Leeuwarden every ten weeks for a block week of teaching. Students are offered the possibility to study at the UoD for several extra courses. This gives the students not only the opportunity to experience the British educational system, but also obtain a Master of Science in International Hospitality Management at a British university. More information on the interna-

tional and intercultural learning outcomes and on the curricula will be provided in Standard 2 and 3.

3. Extensive opportunities for international mobility

By providing these opportunities in the form of campus sites abroad Stenden HMS intends to offer students a structured, international, intercultural and safe learning environment in very different and unique places and within diverse societies (self-evaluation report, p. 30). Exposure to other cultures gives students the opportunity to further develop their intercultural awareness, competencies and language skills. More information is provided in Standard 3 and 5.

Conclusion and recommendations

The audit panel concludes that the internationalization goals also clearly relate to teaching and learning. The measures included definitely contribute to their quality. The audit panel applauds the collaborations with the international campus sites and with the University of Derby.

Overall conclusion regarding Standard 1. Intended internationalisation

The audit panel found that Stenden HMS has a very clear internationalization strategy and clear and well-articulated goals for both programmes. Strategy and goals are thought through carefully, well documented and well suited to both the Bachelor and the Master programmes. The goals are widely shared and supported by stakeholders both within and outside Stenden HMS. The goals include measures which undoubtedly contribute to the quality of teaching and learning. The internationalization goals are well operationalized in objectives which are concretely formulated and verifiable and as such provide an excellent basis for monitoring the achievement of the programme's internationalization goals. The audit panel is of the opinion that Stenden HMS takes internationalization very seriously. It commends Stenden HMS on the thorough way it has translated its vision and goals into concrete objectives and actions for both programmes.

The audit panel deems all the underlying criteria of this standard to systematically and substantially surpass the current generic quality of standard 1. The audit panel therefore assesses *Standard 1. Intended internationalisation* as **excellent** for both the BBA and the Master programme.

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 hospitality industry is by nature an extensively internationalized sector. Stenden HMS strives to prepare students for the international hospitality industry.

Bachelor programme:

For the current curriculum Stenden HMS has translated the nationally defined competences to programme specific competences. One of the reasons is to better reflect the international curriculum. Five out of ten competences refer specifically to international aspects, e.g.:

- Demonstrate the ability to interact with others constructively, and to motivate & lead people towards common goals, respecting diversity, regardless of background and culture.
- Demonstrate an understanding of social responsibility, global civic awareness and sustainability, and take these into consideration in decision making.⁹

The learning outcomes are translated into Year Learning Outcomes, Module Learning Outcomes and Unit Learning Outcomes.

Master programme:

All learning outcomes for the Master programme have an intrinsic international component. Learning outcome six, International orientation, explicitly focuses on internationalization:

- The ability to develop a critical vision on the globalisation process in the context of hospitality and service.
- The ability to develop communication skills in general and intercultural communication skills in particular.
- The ability to act in an international environment or organisation.¹⁰

Although the audit panel suggests to rephrase the formulation under the second bullet ('ability to develop') to reflect what is actually meant in a better way, it is very pleased with the fact that these learning outcomes not only focus on the international and intercultural competences on a personal level, but also on developing a critical vision on international developments in the industry.

This shows the master level.

Stenden HMS is well aware that not all students will achieve the same level regarding internationalization and intercultural competence development (see figure below).

⁹ Programme Document Real world Learning for Hotel Management, April 2017

¹⁰ Course Document MA & MSc in International Hospitality & Service Management



Stenden HMS ensures that all students will:

- be exposed to an international learning environment (programmes taught in English, work in international groups);
- study and be assessed within a curriculum with international and intercultural dimensions;
- have the opportunity to participate in international activities in Leeuwarden.

Many students choose to further develop their international competences. In the BBA programme, students can participate in international minors and field trips, go on Grand Tour or exchange programmes abroad, do their internship abroad. The Master students can do part of their studies at the University of Derby in order to obtain an additional degree. Studying in the Netherlands is for most of the Master students already an international experience, as many of them are not from the Netherlands.

Conclusion and recommendations

The audit panel concludes that the intended international and intercultural learning outcomes of both programmes correspond very well with the programme's internationalization goals.

The learning outcomes are well documented and available to all stakeholders. The audit panel finds the learning outcomes are presented in such a coherent and transparent way that it is an example to other schools.

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 methods are described in the *Hotel Management Teaching and Examination Regulations, Academic year 2017-2018* and *Stenden HMS Assessment Policy 2018-2019* for the Bachelor programme and in the *Course Document, MA & MSc in International Hospitality & Service Management and Assessment and Testing Policy 2014* for the Master programme.

Stenden HMS uses different forms of assessment:

- summative and formative
- individual and in a group
- different tools (e.g. assignment, presentation, test, case study).

Bachelor programme:

All assessments are related to the specific characteristics of the professional context. International and intercultural aspects are therefore integrated in assessments. Students work on international case studies and reflect on international issues. In the first three years all practical assessments take place at the Stenden Hotel and other outlets of the learning companies. Students build up a talent passport with the student's growth, and evaluate cumulative achievement over the years. In the fourth year students are explicitly assessed on intercultural competencies during a ten-month placement in the (international) industry. In the Career Development Programme students reflect on aspects of internationalization and the development of intercultural competencies. According to the audit panel, a good example of this reflection is the 'otherness' activity and reflective assignment in the Global Citizenship unit in year 2.

All major modules, except for the language module, incorporate a unit based on Problem Based Learning. The Problem Based Learning approach requires students to combine theoretical knowledge and practical knowledge in an assessment. The feedback that students receive is based on the Professional Conduct Profile; one of the indicators is 'respects others and cultural differences'.

In an overview *Reference to achievement of international and intercultural outcomes Bachelor* Stenden HMS has listed the international and intercultural elements in the learning outcomes against the modules.

The audit panel concludes that this overview shows clearly how international and intercultural elements are translated into tasks and assignments.

Master programme:

In the Master programme assessment is approached in an integral way, using a mix of methods. The international sub learning outcome 'The ability to develop a critical vision on the globalization process in the context of hospitality and service' is assessed in the regular assessments in an integral way. The emphasis of testing the other two sub learning outcomes (i.e. 'The ability to develop communication skills in general and intercultural communication skills in particular' and 'The ability to act in an international environment or organization') takes place in the classroom settings. Students often cooperate in small international groups, which requires them to work together with students from different cultures. Group interaction is used to identify differences between cultures. The student awareness on cultural differences is assessed formatively. The audit panel agrees that development of intercultural competence is an ongoing process, but advises Stenden HMS to make this aspect more visible and transparent in assessments.

In an overview *Reference to achievement of international and intercultural outcomes Master* Stenden HMS has listed the international and intercultural elements in the learning outcomes against the modules. This overview shows how especially international elements are part of the modules in the curriculum, due to the international context or content of the programme.

The audit panel applauds the international, external examiner in the Master programme who checks the quality of the theses. This external examiner is appointed by the University of Derby.

Conclusion and recommendations

The audit panel concludes that the methods used for the assessment of the Bachelor students are suitable for measuring the achievement of the international and intercultural intended learning outcomes of students. The assessment of international and intercultural competencies forms an integral part of the regular course assessments. In the Master programme, the subcriteria of learning outcome six (i.e. 'The ability to develop communication skills in general and intercultural communication skills in particular' and 'The ability to act in an international environment or organisation') are assessed formatively and could be made more visible and transparent. The audit panel appreciates the use of international external examiners and considers it an outstanding practice.

Criterion 2c: Graduate achievement

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

Bachelor programme:

In the fourth year of the Bachelor programme students should be able to function effectively as a starting professional in an international business environment. They should be able to integrate academic and practical knowledge. The final year consists of an industrial placement of ten months, which may be taken abroad or in the Netherlands, and a Management Project. Around forty percent of the students go abroad for their industrial placement. In 2017 561 students did go on industrial placement, 210 students went abroad. The supervisor of the host company assesses students and the school supervisor takes this assessment into account when grading the student. During the industrial placement students are, amongst other things, assessed on communication skills, and their ability to show awareness of cultural differences and to adapt their own style accordingly. According to representatives of the hospitality industry the students from Stenden fit in very easily in (international) organizations.

A fourth year evaluation survey (2016-2017) completed by 150 students shows that 73 percent of the students was employed directly after graduation. A survey undertaken in 2014 amongst 1500 IHM alumni indicates that 435 (29%) are working or have worked abroad since graduation.

Master programme:

Upon successful completion of the programme, the graduates will demonstrate a level of mastery with respect to sustainable approaches to hospitality and service management and applied research. According to Stenden HMS, these students will have the potential to contribute to and become leaders within the international community.

Due to the restructuring of the programme in 2015 the graduate achievement is divided between students from the old and new curriculum. In the 2015 accreditation the achievement of pre-2015 students was assessed as good. There is only limited information available about students who graduated since 2016. On the other hand the panel finds that the theses cover topics that are interesting for global hospitality industry. This demonstrates that graduates achieve the international aspect of the competencies.

With regard to the intercultural competency there is the work that is done in intercultural groups. Cultural differences are discussed when they appear and students receive (peer) feedback. The school offers students with little or no hospitality experience the possibility of a post-graduation internship. Many students were refused by hotels due to their lack of industry experience. As the management stated, this area needs attention in the future. The audit panel agrees, because this internship would add to the intercultural experience of students and would also make the achievement of the subcriteria of learning outcome six (i.e. 'The ability to develop communication skills in general and intercultural communication skills in particular')

and 'The ability to act in an international environment or organisation') better demonstrable.

Conclusion and recommendations

The panel concludes that the graduates of the Bachelor programme demonstrably achieve the intended international and intercultural learning outcomes, either 'at home' or abroad. The achievement of the Bachelor students is apparent in the internship. For Master students the achievement of the intended international and intercultural learning outcomes is only partially evidenced due to the lack of transparency in the assessments and of information on graduate achievement since 2016.

Overall conclusion regarding Standard 2. International and intercultural learning

The audit panel found that only the Master programmes uses internationally validated intended learning outcomes. Both the Bachelor and the Master programme have a clear international dimension and include learning outcomes explicitly related to the development of those international and intercultural skills that are necessary to work in the international hospitality industry. The explicit international and intercultural learning outcomes correspond well to the internationalization goals of Stenden HMS.

In line with the approach to internationalization, international and intercultural competencies are assessed both separately and as an integral part of the regular course assessments in the Bachelor programme. 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. In the Master programme the achievement of the international and intercultural competencies is less clear, because of the limited information, and also because of the formative, more ad hoc way of assessing the intercultural competency in class. The theses, on the other hand, cover topics that demonstrate the achievement of the first sub learning outcome (i.e. 'The ability to develop a critical vision on the globalization process in the context of hospitality and service').

For the Bachelor programme, the audit panel deems all the underlying criteria of this standard to be surpassed. For the Master programme the audit panel deems the current generic quality for this standard to be met. In the Master programme improvements could be made in making assessments of international and intercultural learning outcomes more transparent and consequently graduate achievement better demonstrable. The audit panel commends the Master programme, however, on the use of an international external examiner and suggests to extend this excel-

lents assessment practice to the BBA programme. For the Bachelor programme the audit panel assesses *Standard 2. International and intercultural learning* as **good**. For the Master programme the audit panel assesses *Standard 2. International and intercultural learning* as **satisfactory**.

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.

Bachelor programme:

The content and structure of the Bachelor curriculum are outlined in the *Programme Document Real World learning for Hotel Management* (April 2017). In the programme document the modules are mapped against the learning outcomes, which demonstrates that the intended international and intercultural learning outcomes are addressed in various modules throughout the entire curriculum. The curriculum has a major-minor structure. In the first two and half years the theoretical and practical basis is laid. The final year and a half consist of minor options, a ten-month placement and a thesis in the form of a Management Project. The curriculum reflects the professional field: students progress from operational level (year 1), to tactical level (year 2), and strategic level (year 3), and application in year 4.

The entire programme is offered in English. The content of the first phase is fixed, although students can study different languages. In the final stage students can select a minor, and select the location and form of their industrial placement. For the minor students can choose from the minors offered by Stenden or by another university. In addition, they can opt for a semester abroad via the Stenden Grand Tour and Exchange Programme or an international placement.

The audit panel thinks the Grand Tour offers students the unique opportunities of following their minors or part of the core curriculum at one or two of the four international campus sites: Qatar, Indonesia, Thailand and South Africa. Some minors are only offered at a specific campus site: e.g. Advanced Wine Studies and Community Care in South Africa, Marketing & Management in Asia in Thailand and Indonesia. The audit panel agrees that these campus sites are especially interesting for students who might be hesitant about going abroad.

The audit panel commends Stenden HMS on the introduction in the BBA programme of the Global Mind Monitor longitudinal research project in September 2017. This will enable the programme to monitor international learning outcomes, the development of international awareness and the intercultural competences of students

and staff. It will also be used to determine the effect of educational interventions on student development such as participation in field trips, Grand Tour or exchange.

Master programme:

The content and structure of the Master programme are outlined in the *Course Document MA & MSc in International Hospitality & Service Management*. In the course document the modules are mapped against the learning outcomes. The audit panel has seen that the specific learning outcome on internationalization (ref. Standard 2.a) is explicitly or implicitly dealt with in most modules. The entire curriculum content and orientation is geared towards the global industry. Next to compulsory taught modules students can select an elective. The research stream starts in the study start week and culminates in the thesis.

In addition, students can opt for a dual programme in cooperation with the University of Derby. In this dual programme, students participate every module-period in an additional block week of teaching by a staff member of the University of Derby in Leeuwarden. Students also visit the University of Derby for a two-week period on top of the regular programme.

Conclusion and recommendations

The panel concludes that the content and the structure of the curricula evidently provide the necessary means for achieving the intended international and intercultural learning outcomes. The audit panel applauds the possibilities for Bachelor students to go on the Grand Tour and the dual programme for Master students.

Criterion 3b: Teaching methods

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

Bachelor programme:

Hospitality managers in the 21st century need to solve problems effectively and efficiently, alone or in small teams, work in, with, or for multiple cultures and do everything they can to understand the changing nature of the industry and mar-

kets¹¹. To prepare students for these tasks Stenden HMS has chosen the educational strategy of Real World Learning, which encompasses Problem Based Learning, internationalization and applied research.

Problem Based Learning is based on the principles of constructivism and is at the core of every module, except for the language modules. Students work in groups of 12 students. In these groups they experience differences in encounters and interactions with students coming from other cultural backgrounds. The programme sees to it that all PBL groups include international students and the composition of the groups change every ten weeks. Lecturers explicitly pay attention to intercultural differences and try to use diversity as a resource. Students have to apply theoretical knowledge to Real World problems and cases derived from Stenden Hotel and the international hospitality environment. Other methods used are workshops and (guest) lectures.

In the first phase of the study the Real World environment is provided by Stenden Hotel or similar facilities at the international campus sites. In later years there are work based assignments, applied research, international experiences, and the industrial placement.

To emphasize the importance of an intercultural setting there is a set of observable behaviours students have to hold on to: common language is English, approach each other in an open and respectful way, try to understand others, be emphatic, and realize that intercultural interactions are effective.

Master programme:

A variety of teaching methods is used in the Master programme: lectures, workshops, and student led seminars. There is always a high level of interaction between staff and students, as well as student cooperation. Given the international mix of students and staff, international and intercultural dimensions are always present. Lecturers address these dimensions when relevant and try to use diversity as a resource. Furthermore, literature and case material is fully international and there are international guest lectures.

Conclusion and recommendations

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

¹¹ Programme Document Real World Learning for Hotel Management, April 2017

Criterion 3c: Learning environment

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

Bachelor programme:

As described under criterion 3b, Stenden HMS strives for each Problem Based Learning group to be international in composition. The audit panel agrees with the programme that it would be beneficial when the number of international students (23%) would increase. A higher percentage of international students would create a more robust international classroom. The audit panel is convinced that the composition of the groups is such that a dialogue between students from different cultures and backgrounds ensures the development of intercultural competencies. Next to that students should understand their own cultural traits and aspects. Examples of modules where this is cultivated are Resources, and Career Development Programme (Global Citizen unit). The Global Mind Monitor will support students with information as to how they can work on certain areas.

The audit panel is very pleased with the Stenden Hotel and the different outlets, as well as the comparable operations at the international campus sites, that operate according to market conditions and offer authentic learning experiences with real guests and real operations. Students work in an international team guided by instructors from different nationalities.

International literature is available in the library and via international electronic databases.

Master programme:

The students in the Master programme study in an international classroom setting, due to the high percentage of international students. The international composition of staff strengthens this even further. Students have access to international literature in the libraries of Stenden and the University of Derby. Each year students participate in a research conference organized by AIHR in which international speakers discuss the latest developments in their field of expertise.

Students who participate in the dual programme will encounter and experience the UK service industry through visits and guest lectures. Students will also attend the University of Derby Research Conference.

Conclusion and recommendations

The panel concludes that the learning environment of both the Bachelor and the Master programme is very suitable for achieving the intended international and intercultural learning outcomes.

Overall conclusion regarding Standard 3: Teaching and Learning

The audit panel found that the content and the structure of the curricula provide excellent means for achieving the international and intercultural intended learning outcomes. In addition, the teaching methods are very suitable and the highly international learning environment provides excellent conditions for achieving the international and intercultural intended learning outcomes. The audit panels commends Stenden HMS on the Grand Tour and the options it provides for students, and on the dual programme with the University of Derby.

The audit panel deems all the underlying criteria of this standard to be systematically surpassed. The extent to which the programme uses international external perspectives to improve the quality of the curriculum and the highly international learning environment can be regarded as international exemplary practices. For both the Bachelor and the Master programme, the audit 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.

Bachelor and Master programmes;

Between them, the staff of the Bachelor and the Master programme have many years of experience of living and working abroad. This applies to both internationals as well as many Dutch nationals. The faculty is made up of academic staff and practical instructors in the learning companies (the teaching staff), and support staff.

In total, the 197 professionals represent 29 different nationalities. Staff members have worked, studied and/or lived in 58 different countries.

Stenden HMS employs 46 international teaching and support staff. This is 23 percent of the total of 197. Of the teaching and support staff 73 (37%) have an international background. In addition, 57 staff members have international experience in 30 different countries. A team leader has been appointed as Relations Manager IBC who is responsible for the quality of the programmes at the international campus sites.

SHMS 2017	Total Staff	International Work Experience		International Education		International Background	
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Academic Staff	113	45	40%	37	33%	57	51%
Practical Instructors	66	9	14%	6	9%	11	17%
Support Staff	18	3	18%	2	11%	5	28%
Grand Total	197	57	29%	45	23%	73	37%

Table 1: Stenden HMS staff international background, education, experience

The percentage of international teaching staff is higher in de Master's programme than in the Bachelor's programme. Of the twelve staff members allocated to the Master programme six members are non-Dutch (Italian, British, Romanian, Vietnamese and Chinese). Visiting staff of the University of Derby as well as the staff at the University of Derby, encountered during field trips, add an extra international dimension by exposing students to international staff as well as to a different educational system. On the other hand, for students from abroad the exposure to Dutch staff members can be considered an international experience.

All academic staff are required to hold a Master Degree. Stenden HMS has invested in the support provided to staff to complete Master and PhD studies. Seven academic staff have a PhD and nine are studying for a PhD. 22 Master and PhD degrees are obtained or will be obtained abroad.

Two professors of AIHR share knowledge and experience with researchers internationally through visiting professorships outside of the Netherlands. Stenden HMS staff has been invited to present at many international conferences, e.g. Learning Analytics & Knowledge Conference (Canada) and the Nordic Symposium in Tourism & Hospitality (Sweden). The faculty are internationally recognized in the area of the quality of international education, as evidenced by appointments and memberships in international quality organizations, as THE-ICE and ECA.

Conclusion and recommendations

The panel concludes that the composition of the staff does indeed facilitate the achievement of the intended international and intercultural learning outcomes in the Bachelor's programme. Given the higher percentage of international staff in the Master's programme, staff composition facilitates the achievement of the intended international and intercultural learning outcomes in that programme very well.

Criterion 4b: Experience

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

Staff recruitment is an important means of achieving a good balance of (international) teaching, research and industry backgrounds. New staff is recruited nationally and internationally, and selected based on international experience in their field, academic qualifications and proficiency in English.

Currently 29 percent of teaching and support staff (57 staff members) have professional international work experience, 23 percent (45 staff members) have international post-secondary education. All staff in the Master programme have international work and/or teaching experience in- and outside Europe. The vast majority of staff members have teaching experience at one of NHL Stenden's international sites.

The research staff is actively involved in publications in journals worldwide, e.g. International Journal of Contemporary Hospitality Management, Journal of Service Research, Journal of Human Resources in Hospitality and Tourism.

Stenden HMS has an ongoing language training project that has been organized to give academic staff the opportunity to achieve level C1 or C2 under CEFR in English. At the time of the visit of the audit panel 89 percent of all academic staff has English level C1 or C2. There is also a training for the practical instructors. In addition, the practical instructors in the hotel have been trained in Intercultural Sensitivity and Feedback. All staff members have received training in dealing with intercultural learning and several have conducted research in intercultural aspects of education. Staff participates in international conferences and exchange to develop and maintain international networks.

Conclusion and recommendations

The panel concludes that staff members in the Bachelor programme have sufficient international experience, intercultural competences and language skills. The staff members of the Master programme have very good international experience.

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.

In 2012 Stenden HMS introduced the annual International Module Coordinator conference for coordinators of the various campus sites. The first conference was held in Leeuwarden, followed by conferences in Qatar, South Africa, Bali, Leeuwarden/Emmen and Bangkok in 2017. The theme of the last conference was International Curriculum Development and for that reason other Stenden Schools and support staff from the Central Departments were invited as well. Participants from all campus sites attend these conferences.

Faculty is facilitated in traveling to visit companies, students and attend conferences. Each year six staff members visit trainees abroad and engage with the international hotel business, and five staff members are based abroad as internship supervisors (Thailand, USA, Bali and Aruba). Each year they share experiences with staff and students during the minor market and the industry fair in Leeuwarden.

All teaching staff have the opportunity to go on short-term 'exchange' (module period) to one of the campus sites, to teach and/or do research. Since September 2015, six staff members from Leeuwarden have spent time working at the international campus sites. At home, staff is exposed to different cultures and ways of working through incoming international staff on exchange. Long-term mobility is also possible, e.g. the general manager of Stenden Hotel in Leeuwarden is from Stenden South Africa. Lecturers told the audit panel that these exchanges are complicated by personal circumstances and by the fact that at the other campus an exchange lecturer in the same field of expertise has to be found.

Support is provided to assist staff in international activities:

- Staff Mobility Centre - for teaching assignments or staff training within a European context.
- My Stenden Academy - courses available to staff, e.g. Intercultural Sensitivity Training, Cambridge English courses, giving and receiving feedback in an intercultural setting.
- International Events - Each year Stenden organizes an International week for staff and exchange partners.

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.

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. Furthermore, staff members of the Bachelor programme have varied international experience and of the Master programme very good international experience. Staff members in the Ma-

ster programme all have international work and/or teaching experience. All staff members have good intercultural competences and language skills, due to e.g. specific training. The many services provided to the staff are excellent. They correspond to the staff composition and needs, and facilitate international experiences, intercultural competences and language skills.

The audit panel deems all the underlying criteria of this standard to surpass the current generic quality for the Bachelor programme. The Master programme systematically and substantially surpasses the current generic quality for this standard. The quality and number of services offered to teachers to facilitate international experience, intercultural competencies and language skills can be regarded as an exemplary practice. The audit panel therefore assesses *Standard 4: Staff* as **good** for the Bachelor and as **excellent** for the Master programme.

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.

Bachelor programme:

In October 2017, Stenden HMS had 2614 students registered in the Bachelor programme. Approximately 23 percent are international students from 44 different countries. There are approximately 30 incoming exchange students who follow regular modules or minors, not counting the students from the international branch campus sites. The audit panel agrees with Stenden HMS that an increase in the number of international students is desirable in order to be able to create a truly, robust international classroom.

The panel was pleased to learn from the students that international and Dutch students really mingle inside and outside of the classroom and that teaching staff actually stimulate this. In the interviews the audit panel learned that many students, national and international, choose for Stenden HMS because of the international opportunities.

Master programme:

In the Master programme there are 59 students with 19 different nationalities. Until 2015, the majority of the students came from Asia (China). In September 2016, Stenden introduced a system of scholarships that made it possible for BBA students from Stenden to continue into the Master programme. Because the majority of Bachelor students is European, the population in the Master programme has become more diverse. In addition, the International Office has been able to recruit

more students from other non-European countries. As a result students now come from eleven different nationalities.

The audit panel applauds the measures taken to increase the diversity of the student population. It appreciates the use of scholarships and agrees with the intentions of Stenden HMS to participate in the Orange Tulip Scholarship programme of the Nuffic to attract more students from NESO countries.

The panel was pleased to learn that also in the Master programme, international and Dutch students really mingle and that teaching staff actually stimulate this.

Conclusion and recommendations

Students in the Master programme represent an international community and come from many different countries. In the Bachelor programme the number of international students can be increased to create a more robust international classroom. The audit panel concludes that the composition of the student population is international. This contributes to the realization of internationalization goals of Stenden HMS.

Criterion 5b: Experience

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

Bachelor programme:

The audit panel considers the Grand Tour a very special asset of Stenden. The campus sites abroad are the foundation for international inter-campus mobility. It offers a structured international, intercultural, and safe learning environment. Each year more than 300 students go on the Grand Tour. The number of Grand Tour students is increasing (347 for the academic year 2017-2018). Next to these international campus sites Stenden also provides opportunities for students to go on exchange for a semester to universities in Europe, the USA, Canada, Asia, Australia and Colombia. The number of students going on exchange is rather limited: 30 to 40 each year.

Stenden HMS has around 300 active placement companies abroad. Each year more than 200 of the more than 400 fourth year students go abroad for their industrial placement in twenty different countries.

Academic year:	2014-2015	2015-2016	2016-2017
Grand Tour	246	333	329

Exchange	15	32	39
Industrial placement abroad	165	214	210
Total number of mobile students	426	579	578
Total number of BBA students (Sep.)	2346	2415	2502
Percentage mobile students per academic year	18%	24%	23%

Table 2: Total number of outgoing students (BBA programme)

Research done in 2014 shows that of 437 fourth year students 63% gained international experience during their studies (table 5).

Total placements Sep. '13 – Aug. '14	National Placement (no int. experience)	National Placement & Grand Tour	National Placement & Exchange	International placement	International placement & Grand Tour	International placement & Exchange
437	161	80	4	66	118	8
100%	37%	18%	1%	15%	27%	2%

Table 3: International experience 4th year BBA students BBA programme 2014

Although Stenden HMS has not made it compulsory for students to go abroad during their studies, many students take advantage of the possibilities. Each academic year around 23 percent of the total student population go abroad for part of their studies. Research from 2014 shows that of the 437 fourth year students 63 percent gained international experience during their studies.

In the 2017 NSE (National Student Survey), students score internationalization with a 4.4 on scale 1-5, indicating that they are very satisfied with internationalization.

Master programme:

The majority of students in the Master programme come from abroad and their time spent in the Netherlands is therefore an international experience. Students have the option to combine their study with a Master of Science at the University of Derby in the UK. Students follow three blocks of intensive research training provided by a professor from the University of Derby and in addition spend time in the UK. Stu-

dents choose for Stenden HMS because of the dual degree with the University of Derby.

Conclusion and recommendations

The audit panel concludes that both programmes offer all of their students excellent internationalization experiences. These experiences correspond well with the internationalization goals. The audit panel hopes that even more students will use the opportunities offered.

Criterion 5c: Services

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.

Stenden and Stenden HMS offer students many services, the most important are:

Stenden:

- IStudy - student information centre for students who need assistance with any academic issue.
- Student Mobility Centre - enhances and supports the mobility of (inter)national students and staff, e.g. exchange, Grand Tour, Erasmus grants.
- Contemplation Centre - a reflective space where students and staff from different religious backgrounds can pray or meditate in private. There are three religious areas: Hindu, Muslim and Christian.
- Hestia International Student Lounge - run by students for students. A space to connect, meet people and network.
- Erasmus Student Network - a social programme for international (exchange) students.
- StuCo - the Student council aims to improve the study experience of every student.
- Enactus - an organization run by students who commit to social projects and charities that aim to make a meaningful difference in their community and contribute to a more sustainable world.
- Student Stay - Students from outside the EU are guaranteed accommodation in Student Stay.
- Stenden Language Centre - offers the opportunity to study additional languages.

Stenden HMS:

- IHM Student Centre - an office run by students, that helps students with the transition to higher education.

- Study Start Week & Host programme - Students from the Host programme aim to ensure a smooth integration for new students. They guide the new students through the Study Start Week and the first module period.
- Dedicated counsellor - additional support for coaches and students, e.g. students with special needs.
- Cuore - the cooking association of Stenden HMS. The main focus is to enhance the culinary skills of the group members.
- Events to connect students with the industry - different events are organized to connect students with the industry, e.g. Industry Fair, Hospitality Connect and Horecava visit.
- Contact with Head of School - once every module period the Head of school has a meeting with students.
- Workshops In Master programme - to familiarize students with differences in learning styles and improve their study skills.

Conclusion and recommendations

The audit panel concludes that the services that are specifically related to internationalization, adequately support the internationalization goals of Stenden HMS.

Overall conclusion regarding Standard 5: Students

The panel found that the composition of the student group is international in the Bachelor programme and highly international in the Master programme, which is in line with the internationalization goal of creating an international learning environment. Furthermore, the internationalization goals of Stenden HMS are adequately supported by the excellent opportunities for students to gain internationalization experiences and the services related to internationalization.

The audit panel deems all the underlying criteria of this standard to surpass the current generic quality. For both the Bachelor programme and the Master programme the audit panel therefore assesses *Standard 5: Students* as **good**.

6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chap. 4)
1. Intended internationalisation	1a. Supported goals	BA and MA excellent
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	BA good and MA satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	BA and MA excellent
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	BA good and MA excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	BA and MA good
	5b. Experience	

5c. Services

7.

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>
• Mariëlle Klerks		x		x	
• Rajka Presbury	x	x	x		
• Andy Nazarechuk	x	x	x		
• Philippe Rossiter	x	x		x	
• Ida Aittomäki		x			x
• Annemijn van Steenis					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;

Chair: Drs Mariëlle Klerks

2017- present Programme Manager International Classroom Project at the University Groningen

2017- present Senior Advisor Educational Strategy and Quality Assurance at the University Groningen

2014-2017 Senior Auditor and Consultant at the Netherlands Quality Agency

2012-2014 External project Leader for Quality Assurance Netherlands Universities

Dr Rajka Presbury

- Senior lecturer at the Blue Mountains International Hotel Management School (BMIHMS-Torren University Australia)
- 1999-2008 lecturer and course coordinator of undergraduate and post graduate programs in the College of Business, University of Western Sydney
- 1995-1998 Senior lecturer of the William Blue College of Hospitality Management
- before 1995 professional experience in hotel sector and management positions in Banqueting Services, Restaurant, and Events, Sales & Conventions

Andy Nazarechuk EdD

- Former senior vice president, International relations, and Founding Dean, School of
- Liberal Arts & Sciences, Taylor's University, Malaysia
- Former Founding Dean, University of Nevada Las Vegas, Singapore Campus
- 20 years of experience in senior management leadership positions in Food & Beverage
- Visiting Professor in China, Korea, Philippines, Australia etc.
- International experience through training industry in Japan (2017), member of the United Nations World Tourism Organisation

Philippe Rossiter Hon DUniv Hon DLitt MBA FIH FRGS

- 1970-2002 Officer in the Army Catering Corps of the British Army, also commanding the Army School of Catering for four years
- 2002-2012 Chief Executive of the Institute of Hospitality
- 2012-2017 Executive Secretary to the Master Inholders

Ida Aittomäki

2018 Bachelor student of Tourism and Business Management, specializing in Competitive Tourism Destinations at Haaga-Helia University of Applied Sciences, Finland

Annemijn van Steenis MBA

- 2013 Bachelor of Science Communication and Information Studies, University Utrecht
- 2017 MBA International Hospitality Management, Hospitality Business school Hotelschool The Hague, Amsterdam
- 2017 Customer Care Employee at Vandebron, Amsterdam

Coordinator: Drs Nel Göbel

- 2004-2017 Senior auditor and Consultant at the Netherlands Quality Agency
- 2017- present Freelance Secretary and Auditor

2. Documents reviewed

- 1) Selfevaluation report
- 2) CroHo numbers
- 2) Organisational Structure Stenden
- 3) Instellingstoets (Institutional Audit)
- 4) Stenden Educational Plan: World Wise.
- 5) New University NHL Stenden
- 6) Organisational Structure Stenden HMS / Stenden Hotel
- 7) Overview of professorships
- 8) Overview of committees
- 9) Student intake, outflow
- 10) Dutch Education System
- 11) Stenden HMS Strategy Plan 2012-2017
- 12) 2017 Concept Stenden HMS Academy Plan
- 13) Year Plans Stenden HMS
- 14) Year Plans Stenden Hotel
- 15) Trimester reports Stenden HMS
- 16) BBA Programme - course document, National Educational Profile, major & minor modules, examples test matrices, book lists
- 17) Associate Degree (Ad) – module structure, graduation module
- 18) Work & Study Programme – course document, validation guide, overview curriculum, module information, examples test matrices, book lists
- 19) Master Programme – course document, module information, book lists
- 20) Teaching & Exam Regulations (TER / OER)
- 21) Alumni – alumni app, alumni policy, HBO Monitor
- 22) Drop out & yield BBA programme
- 23) Associate Degree – guest lectures, project plan restaurant Stones

- 24) BBA programme – guest lectures
- 25) Master Programme – guest lectures, AIHR best cases
- 26) NVAO previous accreditation
- 27) THE-ICE accreditation 2013
- 28) The Institute of Hospitality Accreditation 2014
- 29) National student survey (NSE)
- 30) International student barometer (ISB)
- 31) Examples of module evaluations
- 32) CeQuint 2014 & 2018 including annexes and examples of student assessment
- 33) Stenden Internationalisation Strategy
- 34) Stenden HMS Internationalisation Strategy
- 35) Tables student population last 3 years
- 36) Library information
- 37) Facilities Emmen
- 38) Study Start Week & Host Programme
- 39) List of information on student services offered, policy on studying with a disability
- 40) Stenden HMS Student Union
- 41) Stenden Student Council
- 42) List of Advisory Board Members
- 43) Strategic HRM Plan
- 44) Information / data on staff members
- 45) Staff Training & Development
- 46) Staff Satisfaction Survey
- 47) Examples of staff newsletters
- 48) List of Community / Social Responsibility activities 2017
- 49) List of memberships / partnerships Stenden HMS
- 50) Test policies
- 51) Some examples of test matrixes

52) Annual reports exam committees

53) Assessment Learning Company

54) Stenden HMS graduation lists

55) Manuals/ handbooks for end products

3. Site visit programme

Overview

Date: 18-21 March 2018
Institution: NHL Stenden University of Applied Sciences
Stenden Hospitality Management School
Programmes:
Bachelor of Business Administration in Hotel Management
Registered as: Hoger Hotel Onderwijs (HHO)
English translation:
Hotel Management (HM) appears on the certificate.
CROHO: 34411

Master of Arts in International Hospitality & Service
Management
Master of Science in International Hospitality & Service
Management
CROHO: 70134

Location: Rengerslaan 8 in Leeuwarden

Programme

Panel 18-03-2018

Time	Activity	Location
15.00 Emmen	Welcome Panel By Craig Thompson, Harry Jippes and Anne Klaas Schilder	Hotel Ten Cate
15.30 – 16:00 Emmen	Introduction cluster visitation & Dutch Higher Education system by Anne Klaas Schilder	Hotel Ten Cate
16.00 – 19.00 Emmen	Preparation meeting panel	Hotel Ten Cate
19.00 Emmen	Dinner Panel Members	Hotel Ten Cate

**Panel 19-03-2018 Associate degree & Work & Study
(morning)**

Time	Activity	Location
07.30 – 08.15 Emmen	Breakfast	Hotel Ten Cate
08.15 Emmen	Departure to Stenden Emmen	Hotel Ten Cate
08.30 – 09.00 men	Welcome in Restaurant Stones and guided tour by students	Stenden Em-
09.00 – 10.00 men	Faculty and management (Ad full time & W&S)	Stenden Em-
10.00 – 11.00 men	Students & Alumni (Ad full time & W&S)	Stenden Em-
11.00 – 11.15	Break	
11.15 – 12.00 men	Industry Partners (Ad full time and W&S)	Stenden Em-
12.00 – 12.45 Stones	Walking Lunch with students, alumni & industry partners Ad	Restaurant
12.45	Departure to Leeuwarden (meeting bus for panel only)	Stenden Emmen

Panel 19-03-2018 BBA Programme (afternoon)

Time	Activity	Location
14.15 – 14.45	Checking in Panel	Stenden Hotel
15.00 – 16.00 warden	Campus Tour	Stenden Leeu-

16.00 – 17.00 11	Introduction & Orientation with Management Team BBA Programme incl. vision on Internationalisation	Conference room
17.00 – 18.00 11	Meeting panel members	Conference room
18.30 – 19.30	Informal drinks with faculty and management	Stenden Hotel
19.30 nee	Dinner (panel only)	Restaurant Wan-

Panel 20-03-2018 ***BBA Programme***

Time	Activity	Location
07.30 – 08.30 nee	Breakfast	Restaurant Wan-
08.30 – 9.00	Preparation panel	Conference room
09.00 – 10:00 11	Meeting with Faculty BBA	Conference room
10.15 – 11.00 11	Meeting with Exam and Programme Committees	Conference room
11.00 – 11.30 9	Break	Conference room
11.30 – 12.15 11	Meeting with Students BBA	Conference room
12.15 – 13.30 9	Lunch + Document inspection	Conference room

13.30 – 14.15 11	Meeting with Student Support Services	Conference room
14.15 – 14.30 9	Coffee break / Energizer	Conference room
14.30 – 15.15 11	Meeting with Management Project supervisors and Placement coaches	Conference room
15.15 – 16.15 11	Meeting panel members	Conference room
16.15 – 16.30 warden	Departure to Post-Plaza Hotel	Stenden Leeu-
16.45 – 17.45	Meeting with Advisory Board, Alumni and Interns	Post-Plaza Hotel
17.45 – 18.30	Drinks with Advisory Board, Alumni, Interns	Post-Plaza Hotel
19.00	Dinner (panel only)	Post Plaza Hotel

Panel 21-03-2018

Master Programme

Time	Activity	Location
07.30 – 08.30 nee	Breakfast	Restaurant Wan-
08.30 – 9.00	Preparation panel	Conference room
09.00 – 10.00 11	Meeting with Faculty MA	Conference room
10.15 – 11.00 11	Meeting with Exam Committee, Programme Committee and	Conference room

	Support Services MA	
11.00 – 11.30 9	Break	Conference room
11.30 – 12.15 11	Meeting with Students & alumni MA	Conference room
12.15 – 14.00 decided	Life of a student at the campus, with lunch (hosted by students)	Location to be
14.00 – 14.30 11	Meeting with Academy of International Hospitality Research (AIHR)	Conference room
14.30 – 17.00 9	Panel meeting	Conference room
17.00 – 17.30 11	Panel report of findings to Management	Conference room
17.30 – 18.00 11	Panel report of findings to participants	Conference room
18.00 – 19.00 Hotel	Closing drink	Lobby Stenden

End of site visit and departure

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