

Assessment report

# Bachelor of International Hotel Management

Hotelschool The Hague

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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## 1. Executive summary

The Bachelor of Hospitality Management was assessed at the request of the Hotelschool The Hague. An audit panel was convened and approved by NVAO. The audit panel studied the self-evaluation report and undertook a site visit on 15, 16 and 17 May 2018.

### **Standard 1: Intended internationalisation**

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

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 are indirectly related to the quality of teaching and learning. The internationalisation goals are partially operationalised in verifiable objectives. The panel advises formulating more verifiable and explicit goals, to allow the monitoring of the achievement of the internationalisation goals.

### **Standard 2: International and intercultural learning**

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

The audit panel found that many intended learning outcomes of the programme 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. Internationalisation is clearly incorporated and ingrained in HTH, so much so that it does not seem necessary to mention it separately anymore. Nevertheless, the audit panel advises making these specific intended learning outcomes more explicit, as a steering instrument for the curriculum and as a clarification for the outside world. 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.

### **Standard 3: Teaching and Learning**

The programme receives the assessment **excellent** 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 residential start of the programme in Skotel and the mandatory international placement. In addition, the teaching methods are excellent. The international learning environment provides excellent conditions for achieving the international and intercultural intended learning outcomes.

**Standard 4: Staff**

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

The composition of the staff facilitates the achievement of the international and intercultural intended learning outcomes. Staff members have wide international experience and very good intercultural competences and language skills. The services provided to the staff are excellent. Staff members make full use of these services. This strongly stimulates the international culture.

**Standard 5: Students**

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

The composition of the student group is in line with the programme's internationalisation goal. The panel advises, given the new strategic plan and global ambitions, attracting more non-Western students in the student body or through student exchange. The programme's internationalisation goals are adequately supported by the wide opportunities for students to gain internationalisation experiences and the services related to internationalisation.

To conclude, the audit panel considers the international character of the Bachelor of Hospitality Management programme, offered by Hotelschool The Hague, to be good. International and intercultural learning are so natural for the programme that much of it remains implicit. Verifiable objectives and explicit learning goals can strengthen internationalisation further. The curriculum and the staff create an excellent learning environment. An increase of the number of non-Western students can create an even more global environment.

## 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. Liesbeth Schöningh MPA, panel chair, freelance consultant;
- Drs. Mariëlle Klerks, certified ECA auditor, Programme manager International Classroom Project, Rijksuniversiteit Groningen, the Netherlands;
- Dr. Russell Arthur Smith, Principal and Company Director, Sitetectonix Pte Ltd, Singapore;
- Prof. Philip Pearce, Foundation Professor of Tourism, James Cook University, Australia;
- Frits van Paasschen, Investor, Advisor, Board Member, Keynote Speaker, Author;
- Drs. Elly Teune, vice-chair Board of Trustees, HZ University of Applied Sciences, the Netherlands;
- Ida Aittomäki, student-member, Bachelor's Student of Tourism and Business Management, Haaga-Helia University of Applied Sciences, Finland;
- Marijke Nicolai, student-member, Master's student International Hospitality and Service Management, Stenden University of Applied Sciences Leeuwarden, the Netherlands, in combination with the University of Derby, United Kingdom (dual degree).

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 14 May 2018. The site visit took place on 15, 16 and 17 May 2018 at Hotelschool The Hague ([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 xx April 2018. It was then sent to Hotelschool The Hague to review the report for factual mistakes. This led to a number of minor corrections. The panel approved the final version of the report on 28 June 2018.

### 3. Basic information

<b>Qualification:</b>	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:	Hospitality; innovation & service; Strategy & network; analysing & implementation; company performance; organizational processes; stakeholders; staff; change; social & communication; personal performance; research
<b>Institution:</b>	Hotelschool The Hague
Type of institution:	University of Applied Sciences (HBO)
<b>Status:</b>	Accredited by NVAO
QA / accreditation agency:	NVAO including distinctive feature Internationalisation and distinctive feature Small scale and intensive education THE-ICE International Centre of Excellence in Tourism & Hospitality
Status period:	NVAO: accredited until 1 July 2019 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*.

<b>Unsatisfactory</b>	<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>
<b>Satisfactory</b>	<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>
<b>Good</b>	<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>
<b>Excellent</b>	<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

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#### 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.*

Hotelschool The Hague (further: HTH) started to position itself as an international school in 1990 with the delivery of an English stream. Since 2008, this was intensified with the delivery of an all English curriculum, international placements and recruitment of international students and faculty, to create a real-life international and multicultural environment on campus. These international ambitions have been part of the previous strategic plans of HTH. The strategic plan 'Best student, best faculty, best support' 2012-2018 aimed to increase the number of non-Dutch students and staff, strengthen the relation with the industry by organising industry days, career fairs and student challenges, install an International Advisory Board and create world-wide Alumni Chapters. These goals have all been achieved.

In the previous years HTH took steps in four areas:

1. Activities: curriculum, students and faculty;
2. Competences: knowledge, attitudes, and values among students and faculty;
3. Ethos: international perspectives and initiatives supporting culture and climate;
4. Process: infusion of international/intercultural dimension into teaching, research, and service.

While keeping a continuous focus on these areas of attention, based on the Institutional Plan 2018-2023 new ambitions and objectives with regards to internationalisation have been formulated in the Strategic International Direction 2018-2023. The hospitality and education industry is challenged by dynamic and rapid changes. In order to maintain its international position and to become a global player, HTH wishes to develop from an international hospitality business school towards a globally networked school, which is defined as: 'a hospitality business school connected at the strategic, tactical, and individual levels to the best hospitality management schools, networks, and partners around the world that share the same passion for top-quality hospitality education, applied research and industry focus'. This globally networked model will contribute to HTH's internationalisation goals, i.e.:

:

- Position as an international thought leader on selected themes in the international hospitality management education arena;
- International, global and intercultural teaching and learning, research and knowledge production, and service to society;
- Enlargement of its student base, revenues and international presence;
- International reputation and positioning in programme education and industry-based ranking.

HTH aims to develop graduates for the global job market, using its network of top quality global universities of applied sciences and the leading companies in the global hospitality industry. HTH's European roots are considered to be a distinctive feature and a defining characteristic for the future strategic international direction.

In the self-evaluation, this plan is described as a joined effort by employees and industry representatives. This was confirmed during the site visit. 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 support, either explicitly or implicitly, these internationalisation goals. They feel that they represent a logical and opportune/beneficial strategy for the programme for the years to come. The audit panel appreciates that the internationalisation strategy is very well connected and intertwined with the overall HTH vision and strategy.

#### *Conclusion*

The audit panel concludes that the internationalisation goals for the programme are clear and adequately documented. They are an integral part of the HTH Institutional Plan 2018-2023. 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.*

HTH has formulated a number of objectives, to be achieved by 2023, with regard to the internationalisation of its student and staff population. The aim is:

- To reach a 50% intake of international students;
- To ensure 50% of staff have a minimum of five years' relevant experience abroad and/or non-Dutch passport;
- To make better use of the diversity in the HTH community;
- To allow lecturers and researchers to benefit from international exchanges with other institutions/companies and from international offers.

The audit panel notes that the first two of these objectives are verifiable. The achievement of the other two objectives is difficult to monitor, since the definition lacks specificity. No definition has been supplied of 'better' or 'benefit'. Therefore, it is not clear when these objectives are actually achieved. It is especially regrettable that the objective which is specifically relevant for teaching and learning (i.e. to make better use of the diversity in the HTH community) is one of the non-verifiable objectives. The audit panel advises formulating more verifiable and explicit goals, to help achieve the internationalisation goals.

#### *Conclusion and recommendations*

The audit panel concludes that objectives have been formulated which relate to the programme's internationalisation goals, but that not all of 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.*

HTH emphasises the importance of an international perspective within hospitality business education. It aims to prepare students for the global job market. In the hospitality industry, graduates must be ready to work anywhere in the world. They must be able to deal with diversity, be culturally aware, inter-culturally competent and able to work in multi-cultural teams. The second internationalisation goal mentioned under criterion 1a (international, global and intercultural teaching and learning) specifically addresses these requirements for hospitality business education and hence contributes to the overall quality of teaching and learning. The realisation of this goal by increasing the number of international students and staff, and making better use of the diversity in the HTH community will contribute to the overall quality of teaching and learning.

The audit panel notes that in the previous strategic plan 'Best student, best faculty, best support' 2012-2018, the internationalisation goals were explicitly focused on the overall quality of teaching and learning (increase the number of non-Dutch students and staff, strengthen the relation with the industry by organising industry days, career fairs and student challenges, install an International Advisory Board and create world-wide Alumni Chapters). In the new Institutional Plan 2018-2023 and Strategic International Direction 2018-2023 the link to education and teaching seems less direct. However, it should be noted that the impact on the quality of teaching and learning is definitely there in a more implicit way. As stated above, HTH aims to become a globally networked school. This globally networked model will undeniably facilitate possibilities such as the establishment of student exchange programmes, minors/semesters abroad, double and/or joint degrees, etc. The panel feels that these possibilities will all contribute to the overall quality of teaching and learning.

#### *Conclusion*

The audit panel concludes that the internationalisation goals indirectly relate to teaching and learning.

### **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 are both directly and indirectly related to the quality of teaching and learning. The panel assesses criteria 1a and 1c of this standard as good. The internationalisation goals are partially operationalised in objectives, some of which are verifiable and some of which are not. The panel advises formulating verifiable objectives for all internationalisation goals, to allow the monitoring of the achievement of the internationalisation goals.

The audit panel deems all the underlying criteria of this standard to be met. Given the points of improvement on criterion 1b, in line with the definitions of judgements in the framework's assessment scale, the audit panel assesses *Standard 1. Intended internationalisation as satisfactory*.

## 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.*

In the self-evaluation, the importance of an international perspective within hospitality business education is formulated as follows: 'This means embracing differences and striving for inclusion, understanding yourself, learning to see things from other perspectives (international and intercultural), trying to withhold judgments, stimulating open, empathic and curious attitudes towards each other, to connect and have a true hospitality mind-set. The new Internationalisation Policy, therefore, aims to instil a global citizenship mentality' (page 10).

The intended international and intercultural learning outcomes are included in three of the eleven intended learning outcomes at programme level:

- (1) Dealing with the powers and influence of (external) stakeholders, i.e. owners, banks, regulators, distributors, clients, society, etc. (Professional Duty Category 7);
- (2) Putting into practice and applying social, communication and language skills (Professional Excellence Category 10);
- (3) Putting into practice and applying self-direction and intrapersonal skills (Professional Excellence Category 11).

For PDC7 the relevance for internationalisation follows from the focus on accountability, ethics, social responsibility and sustainability, aiming at socially interested and responsible graduates who are able and willing to contribute to realising 'a better world', and from the fact that different societies have different cultures in which the powers and influence of stakeholders differ. PEC10 is relevant because of the focus on language skills in (business) English and one other foreign language (French, German, Mandarin, Russian, Spanish or Dutch). PEC11 is relevant because it includes normative cultural aspects and developing a professional attitude.

The intended international and intercultural learning outcomes are part of the learning outcomes for a variety of courses, as shown in a separate overview, clarifying in which courses internationalisation/interculturalisation learning outcomes are programmed. In a number of courses, internationalisation is very explicit, such as in Dealing with International Guests, the language courses and the Practical Placement ('Show knowledge of and can see form other perspectives linked to the culture of placement country and show respect of others' values, beliefs, traditions and communication styles without prejudgment; show cultural self-knowledge and self-awareness and can relativize oneself compared to others'). In other courses, this is a more implicit and integral part of the learning objectives, such as

in Improving my Performance (Phase 1) and in Managing an Outlet (Phase 2), where having an open mind with an ethical and culturally sensitive approach is expected. In the final Launching Your Career (LYCar) project (phase 3), the international focus is one of the three conditions to be met. On the basis of the overview and the discussions during the site visit, the audit panel notes that the intended learning outcomes for internationalisation are mostly integrated in the other intended learning outcomes. Apparently, internationalisation and interculturalisation are part of HTH's DNA. Internationalisation is so incorporated and ingrained, that it does not seem necessary to mention it separately anymore. This is a positive point, but the audit panel, nevertheless, advises making these specific intended learning outcomes more explicit, as a steering instrument for the curriculum and as a clarification for the outside world.

#### *Conclusion*

The audit panel concludes that many 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. The audit panel concludes that both the international dimension of the overall intended learning outcomes and the explicit international and intercultural learning outcomes in a number of courses 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 regular assessment quality cycle. Knowledge is tested both formatively (e.g. training cross cultural understanding and presentation in the Practical Education) or summatively (e.g. written exam for languages or the analysis of another culture in Improving my Performance) in Phase 1. The comprehension and application of cross cultural awareness is tested in Phase 2 in either a work environment within school (Managing an Outlet) or during the compulsory placement abroad. Students are asked to write reflection reports prior to, during and after the placement period. Further analysis and synthesis then take place in Phase 3 during courses and the LYCar project. The audit panel has ascertained that cross cultural and international knowledge and skills are integrated in almost all courses, such as Running an International Business, Aligning Business and Information, Quality Management, Business Model Innovation (Dealing with Stakeholders) and Managing Change. They are, therefore, tested regularly throughout the curriculum.

#### *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 learning outcomes are incorporated into the assessment of the final course, the LYCar project. This means that graduation is only possible when the intended international 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. During the site visit, representatives of the industry expressed their satisfaction with the flexibility, agility and open mind of the graduates. They find this crucial for the fast changing global world of hospitality.
3. HTH keeps track of the alumni's careers through the alumni database and has organised Alumni Chapters in various countries all over the world. 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 involved as guest lecturers, participate in the selection day to select new students, offer placement opportunities and provide cases for the educational programme.
4. Forty-four per cent of the graduates work abroad and find work in the global industry.
5. Alumni of the programme are admitted to master's programmes abroad.
6. The audit panel studied a selection of bachelor theses. Both the international outlook and the level of English were found to be good.

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 many intended learning outcomes of the programme 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. Internationalisation is clearly incorporated and ingrained in HTH, so much so that it does not seem necessary to mention it separately anymore. Nevertheless, the audit panel advises making these specific intended learning outcomes more explicit, as a steering instrument for the curriculum and as a clarification for the outside world. 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

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#### Criterion 3a: Curriculum

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

Almost all core courses are set in an international context and all core courses make reference to this international context in the literature used. Some illustrative examples include:

- Dealing with International guests (DWIG): intercultural competences are both formalised in learning goals and form part of the assessment in this course;
- Improving My Performance-Professional Development (IMP-PRD): students are asked to interact with a person from a different background as part of a learning activity in the tutoring line;
- Practical Placement (PP): this placement has to be abroad. HTH has implemented a global mind monitor survey for students, allowing the school to understand how interculturally competent they are. They take this test before going on placements and afterwards too, to see how their international experience has influenced and shaped their ability to adapt to and embrace other cultures. They also document their cultural experiences in a video log, which is reviewed and graded
- Launching Your Career (LYCar): 'international' is one of the key criteria for the LYCar, students have to demonstrate clearly that they have worked and/or interacted with international clients/customers/colleagues and reflected on the impact of this.

The curriculum can be divided into three phases. During the three phases students develop to higher levels. In Phase 1, the focus is on 'doing the existing well, whereas in Phase 2 the programme places the emphasis on 'Improving on the existing' at a tactical level, whilst towards the end, in Phase 3, students deal with more advanced and strategic aspects of developing new hospitality businesses by 'Searching for new combinations'. The core courses are all focused on the international hospitality industry and, therefore, refer to the international context. Students have Business English as a compulsory subject and choose one other foreign language to study (French, German, Mandarin, Russian, Spanish or Dutch).

In Phase 1, they also receive operational skills training at the in-house outlets, where they operate in culturally mixed groups and are supervised by second year students. The courses Improving my Performance-Professional Development and Professional Attitude offer training in study skills, self-management, but also cross cultural skills. All first year

students live in the Skotel and share a room with a student from a different nationality. This intercultural learning is part of the curriculum.

In Phase 2, students start with their international practical placement for a full semester. Students have to perform this abroad in order to gain cross cultural exposure in a business context. In a preparatory workshop, students work on their intercultural competencies including the use of the Global Mind Monitor. After the placement, students have to reflect on their intercultural expectations and the reality they experienced. In the remaining two semesters of Phase 2, they continue with their core courses, including the two languages, and act as managers of first year students in the course Managing an Outlet.

Phase 3 consists of a number of core courses (Strategy Development, Business Model Innovation, Managing Change), Business English 3, four electives and the LYCar project. The learning goals of the LYCar project are (1) to apply theoretical and practical knowledge gained in the curriculum to real life projects in a manner that indicates bachelor level thinking and a professional approach to their work or vocation and readiness for industry; (2) to create and deliver professional product(s) which address relevant and current business problem(s) and/or contemporary topics in the hospitality industry to add value to client(s) and which are soundly underpinned; (3) to conduct (intensive) research and interpret results to support judgements that include reflection on relevant (business) issues, to underpin end deliverables for clients and advice clients accordingly, i.e. demonstrate the ability to take part in management-level decision making within the international hospitality industry; (4) to design effective ways of communication of information, ideas, problems and solutions to different audiences; (5) to evaluate and reflect on personal and professional learning goals with regard to technical and social aspects that are in line with own career ambitions and chosen PDCs. Two mandatory components ensure that the personalised LYCar meets the course objectives: the two mandatory components of LYCar are on average delivered by the students in 30 weeks, which normally include a 20 week placement in an international environment and a research component of 10 weeks (at least one end deliverable should be fully underpinned with a complete research process). Three conditions have to be met: management level, hospitality focus and an international focus.

The programme offers additional options as well: extra-curricular activities with a focus on social responsibility (Global Citizenship Series, Food Rescue Projects, School of Life) and opportunities to engage in challenges and conferences with a focus on industry and education. Student associations have become more open and inviting for international students.

The audit panel recognises the international and intercultural content throughout the curriculum, either explicitly or organically, and considers this excellent.

### *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.

### **Criterion 3b: Teaching methods**

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

The didactic concept of the programme is based on three pillars: (1) the use of different types of courses, belonging to the five learning pathways (placement, integrative, conceptual, skills, personal development), (2) the use of inspiring real-life assignments, and (3) self-directed learning. Self-directed or student-centred learning was introduced to strengthen students' abilities such as time-management, setting goals and self-reflection. This is expected to prepare students for life-long learning, which is crucial in a rapidly evolving employment landscape. The audit panel agrees that being open-minded, agile and flexible is essential and heard from staff, industry representatives and alumni that this is a distinct focus of the programme.

The combination of theory, practice and research contributes to the development of three types of skills:

- foundational knowledge, in-depth understanding and critical thinking skills (IQ);
- personal and intercultural skills (EQ);
- resilience (AQ, Adversity Quotient®).

In all phases, classes are usually not larger than 24 students and within classes students work in teams of 4-5 students on group projects. In every course, new teams are formed. Teams mostly consist of a combination of Dutch and non-Dutch students, which stimulates cross cultural learning and the exchange of international experiences. The teaching methods are highly interactive and teachers pay attention to cultural differences in class. The audit panel assesses the teaching methods as eminently suitable for the purpose of internationalisation and cross cultural awareness.

#### *Conclusion*

The audit panel concludes that the teaching methods are excellent 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.*

HTH offers its students an international educational environment, as the graduates need to be prepared for the global hospitality industry. The graduates need to work and lead teams in a global, intercultural context and a global and intercultural way of working is therefore essential. In the self-evaluation HTH lists some examples:

- An international context and multicultural skills form an integral part of the programmes and extra-curricular activities;
- Targeted recruitment to increase the percentage of non-Dutch students (aiming to reach a 50% intake of non-Dutch students);
- The alumni community is internationally present and organised in so-called regional chapters;

- The first year's student housing (Skotel) is a truly international setting, where non-Dutch and Dutch students share a room.

The panel agrees with this and has actually seen, heard and experienced it during the site visit. The learning environment, within and outside the curriculum, is inalienably connected with the programme content and didactics, as described in standards 3a and 3b. Upon arrival, two student-mentors per group assist in welcoming students before the term starts. Different communities (e.g. Asians, Swiss) have organised themselves and help the new arrivals out. The student association organises get-togethers, such as the international food festival. One of the first courses, Checking In, welcomes students to the world of hospitality. Lecturers look closely at what different (groups of) students need and introduce them to the educational methods, which may be unfamiliar. Learning, living (Skotel) and working in a highly international community of students and staff every day forms a firm base. The intense environment creates a strong bond between the students which results in a strong community feeling. The community feeling persists after graduation and leads to a strong alumni network with active chapters in more than twenty countries. This global alumni network offers many opportunities for students. Learning abroad for half a year during practical placement is an intensive experience that strongly accelerates learning and acquiring international and intercultural competences.

Part of the continuous improvement at HTH is offering courses abroad; in the past few years the course Strategy Development (SDV) was offered abroad (Miami and London) and the elective Gastronomy (GAS) in Peru. Although participation was for a selected group of students, the experience was very positive and further structural implementation of offering courses abroad is being investigated.

#### *Conclusion*

The audit panel concludes that the learning environment is excellent 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 excellent. The international learning environment provides excellent conditions for achieving the international and intercultural intended learning outcomes. The audit panel therefore assesses *Standard 3: Teaching and Learning* as **excellent**.

## **Standard 4: Staff**

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### **Criterion 4a: Composition**

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

Currently, HTH employs 227 people (200.05 FTE), of which 83 are lecturers. The staff-student ratio is 1:17.2. The panel considers this ratio to be very favourable, enabling a good

execution of the curriculum and small-scale teaching. Nineteen per cent of the employees (27 per cent of lecturers) either have a non-Dutch passport or have at least worked and lived abroad for a minimum of five years. International experience is an important criterion for selecting new staff. Employees from sixteen different countries work within HTH, predominantly from Western-oriented countries. The audit panel is aware of the fact that HTH cherishes its European roots. In view of HTH's aim to prepare its students for the global job market, the audit panel suggests taking into consideration whether it would be opportune to attract more staff from non- Western oriented (Asian, African, South American) countries.

The qualifications of staff are good. In the bachelor programme 63.8% of staff has a master degree and 21.7% has a PhD. HTH has four professorships (lectoraten), linked to the Research Centre. The contacts between the school and industry are frequent and intensive. Lecturers work with real-life cases, together with industry partners, and a number of lecturers are members of networks within the hospitality industry.

#### *Conclusion*

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

#### **Criterion 4b: Experience**

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

The staff overview shows that 88% of faculty has industry experience of which 80% in an international environment. Forty-five per cent of faculty has academic experience before starting at HTH (8 years and 3 months on average). Forty-eight per cent of the lecturers has a study background related to intercultural competencies (e.g. intercultural communication, psychology, European studies, language and literature (English, Mandarin, etc.) or social geography).

HTH guarantees that teaching staff are proficient at teaching through English. An English test is part of the recruitment procedure for new employees. The course evaluations show that English is used consistently and that the teachers' command of English is good. Based on the meetings during the site visit, the audit panel confirms that the language skills of staff are very good.

In order to keep staff up to date on new developments, they are stimulated to visit (international) conferences, companies and other hotel schools. During the site visit, the lecturers presented many examples of this: going to a conference in Chicago, placement in a Michelin star-restaurant, visits to different hotels in each block to prepare the courses and use these visits as inspiration for exams and teaching materials.

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 preference are different among people and cultures and take this into account in their teaching and coaching.

*Conclusion*

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

HTH offers an extensive professionalisation programme for its (international) staff, oriented towards innovation of the curriculum and quality of teaching. A solid onboarding programme is in place for new employees, which includes the internal didactics training for HTH's learning concept and didactical concept. All employees are given the opportunity to get education and training via the Personal Development Plan twice a year. As for industry experience, lecturers and instructors can go on a work experience placement, participate in a job shadowing project in a hotel or school, or complete work experience projects at a company. This includes experience in international companies and experience abroad. For the improvement of (intercultural) didactic skills, courses are offered on the 'significant learning approach' that is at the basis of the educational vision. Other courses focus on blended learning, assessment (Basic Examiner Qualification, Senior Examiner Qualification and assessor courses) and English. The panel heard from staff that they appreciate the range of possibilities for professional development. They are eager to make full use of these opportunities and do not experience any financial constraints.

The Research Centre is involved in helping staff to develop their research skills. Lecturers are given the possibility to work on project-based research activities as research fellows. This is a relatively new development, and not all staff members are involved in research.

*Conclusion*

The audit panel concludes that it is unique to have so many resources and opportunities and notes with appreciation that the staff make full use of them. They stimulate the international culture.

**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. Staff members have wide international experience and very good intercultural competences and language skills. The services provided to the staff are excellent. Staff members make full use of these services. This strongly stimulates the international culture. The audit panel therefore assesses *Standard 4: Staff* as **excellent**.

## Standard 5: Students

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### 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 students from 65 different countries of origin and an increasing percentage of non-Dutch students. The majority of students originates from (Western) Europe due to the HTH heritage, including the Netherlands (67%). At the moment, 3.4% of the students is from outside Europe. The variety of cultural backgrounds, also within the population of Dutch students, facilitates learning with and from each other in the educational community and therefore achieving the intended (international) learning outcomes.

The audit panel assesses the current student population as highly international. Given HTH's aim to prepare its students for the global job market, the audit panel suggests taking into consideration whether it would be opportune to attract more students from non-European countries (Asian, African, South American) in the student body or through student exchange. This would offer students more opportunity to familiarise themselves with non-European cultures. The one-year Certificate Programme with the National Kaohsiung University of Hotel and Tourism (NKUHT) Taiwan is a very good initiative in this respect. These students come to HTH for one block of Practical Education and one block with the courses Exploring and Structuring and Creating Business Value, followed by two blocks of practical placement. Six Taiwanese students participated in 2016, two in 2017. In August 2018 a new group of students is expected. More generally, the audit panel suggests that more use could be made of student exchange with other hotel schools. Until now, this is limited to two or three incoming students each year from Haaga Helia, Finland.

#### *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 under Criterion 3, HTH offers its students a multicultural and diverse study environment to develop cross cultural awareness, both embedded in the curriculum and by creating an international learning community. Most important are the residential living in Skotel, where two students from different nationalities share a room, which the audit panel sees as an asset, and the mandatory international placement. 26.6% have their practical placement in a non-Western country. The LYCar placement has to be in an international environment as well. Approximately a third of the students go abroad for their LYCar placement. Besides this, the programme offers its students optional opportunities to gain international experience. These include:

- Competitions: debating competition at the Institute of Hospitality (UK) and the Ecole Hôtelière de Lausanne;

- Challenges, organised by EuroCHRIE, Rezidor, the International Hotel Investment Forum IHIF, Accor Hotels, Hyatt, Mise en Place and Service4Hospitality, or the Genio Student Challenge, founded by HTH in 2012;
- The Young Hoteliers (YHS) Summit, organised by Ecole Hôtelière de Lausanne.

The audit panel considers the international experience offered to students very good.

#### *Conclusion*

The audit panel concludes that the programme offers all of its students good internationalisation experiences. These experiences correspond 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.*

HTH's approach is to offer services as much as possible for the entire student body and not specific ones for only the Dutch and other specific ones for the non-Dutch students. Keeping students together right from the start is a good approach, in view of the inclusion of international students in the student community. This is visible right from the start with the Introduction. Apart from the regular forms of student guidance and support, the programme offers students a wide range of services to help the students: recruitment days not only in the Netherlands but also around the world, orientation at school (website, open days), coaching of learning skills, counselling and facilitating a matching placement position. The Placement Office and the Service Desk support the students in accessing these services. The website (<https://hotelschool.nl/en>) provides information on the school, the programmes and their entry requirements and application procedure. The Placement Office assists students in finding a suitable placement in Phase 2. This process consists of a number of workshops and individual meetings. Each student is assigned an individual placement coach. This is a member of the teaching staff who keeps in touch during the placement period via e-mail and reads the weekly placement reflection reports of the student. During this period, students are visited by a member of the teaching staff or the placement office. The school organises meetings with all students in a certain location, often with alumni as well. If there are any problems, students are encouraged to solve them by themselves first, but if this does not work out, the tutor and placement officer can step in and try to help. Staff and students have emergency numbers in case something happens in a region (Code Orange Protocol). Upon graduation, students receive a diploma supplement explaining the degree to non-Dutch audiences.

The audit panel feels that the services offered contribute to internationalisation quite well and this is confirmed by the international students during the interviews..

#### *Conclusion*

The audit panel concludes that the services that are specifically related to internationalisation, support the programme's internationalisation goals.

### **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 advises, given the new strategic plan and global ambitions, attracting more non-Western students in the student body or through student exchange. The programme's internationalisation goals are adequately supported by the wide opportunities for students to gain internationalisation experiences and the 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	Satisfactory
	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	Excellent
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Excellent
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

<b>Unsatisfactory</b>	The programme does not meet the current generic quality for this standard; the programme shows identifiable shortcomings for this standard.
<b>Satisfactory</b>	The programme meets the current generic quality for this standard; the programme shows an acceptable level across the standard's entire spectrum.
<b>Good</b>	The programme surpasses the current generic quality for this standard across the standard's entire spectrum.
<b>Excellent</b>	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. Liesbeth Schöningh MPA		X	X	X	
• Drs. Mariëlle (G.M.) Klerks		X	X	X	
• Mr. Dr. Russell Arthur Smith	X	X	X	X	
• Prof. Philip Pearce	X	X	X	X	
• Frits van Paasschen	X	X			
• Drs. Elly Teune			X	X	
• Ida Aittomäki	X	X			X
• Marijke Nicolai	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;

<b>Name (including title(s))</b>	<b>Brief descriptions for panel members</b>
Drs. Liesbeth Schöningh MPA (Chair)	Liesbeth Schöningh was the chair of the governing board of the Christelijke Onderwijs Groep Vallei & Gelderland-Midden (COG), comprising schools for secondary and vocational education, from 2007 until 1 January 2018. Since then, she works as a consultant. Previously, she held several management positions in higher education and public government.
Drs. Mariëlle Klerks	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. 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, 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.
Prof. Philip Pearce	Professor Philip Pearce is a Distinguished Professor at James Cook University - College of Business Law and Governance. He is responsible for setting the strategic direction of the school and managing its programmes and curricula. In his position at James Cook University he also teaches at all levels with a focus on tourist behaviour and experience. Philip was the first Professor of Tourism in Australia and has over 35 years' experience teaching in Australian Universities. He holds a Fulbright scholarship at Harvard University.
Frits van Paasschen	Frits van Paasschen is a seasoned global executive and the author of The Disruptors' Feast. His thirty years of experience inside global companies has afforded him a unique perspective on the current trends that are impacting business around the world. Frits shares his understanding of the forces that are disrupting the status quo to help businesses evolve and thrive in changing environments. Frits served as CEO of Starwood Hotels and Resorts from 2007-2015. Before that, he was CEO at Coors Brewing Company and Nike's President of Europe, Middle East, and Africa.
Drs. Elly Teune	Elly Teune has extensive experience in higher education, as a teacher, manager and governor. She was a member of the board of governors at Fontys University of Applied Sciences, and currently vice-chair of the board of trustees of HZ University of Applied Sciences. She served as a panel member for NVAO, assessing the applications for the special feature Small scale and intensive education. She also participated in an institutional quality audit, organised by NVAO, with a focus on honours education.
Ida Aittomäki	Ida Aittomäki is a Bachelor's Student of Tourism and Business Management at Haaga-Helia University of Applied Sciences, Finland. She specialises in Competitive Tourism Destinations.
Marijke Nicolai	Marijke Nicolai is a Master's student of International Hospitality and Service Management at Stenden University of Applied Sciences Leeuwarden, the Netherlands, in combination with the University of Derby, United Kingdom (dual degree).
Dr. Marianne van der Weiden (coordinator)	Marianne van der Weiden is a freelance auditor and a certified NVAO secretary.

## Annex 2. Documents reviewed

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

	Title	Referred to on page(s)
A	Strategic International Direction 2018-2023	12
B	Overview of distinctive features learning outcomes	15
C	Overview of staff CVs	21
D	Table of incoming and outgoing students Haaga Helia	23
E	Information on one year Certificate Programme NKUHT students	23
F	Overview of practical placements 2015-2017 (countries)	24
G	Overview of LYCar placements 2015-2017 (countries)	24

## Annex 3. Site visit programme

### Overview

<b>Date:</b>	<b>14-17 May 2018</b>
<b>Institution:</b>	Hotelschool The Hague
<b>Location:</b>	Brusselselaan 2, 2587 AH The Hague (14, 15 and 17 May) Jan Evertsenstraat 171, 1057 BW Amsterdam (16 May)

### Programme

<b>Monday 14 May 2018: HTH Skotel The Hague</b>		
Before 15:00	Panel Pick-ups, arrival and check-ins	
15:00– 15:30	Panel welcome by the Board of Directors	
15:30 onwards	Panel meets with Mr Anne Klaas Schilder (NVAO Project Coordinator); Panel commences with preparation	
Evening	Dinner in Le Début The Hague	
<b>Tuesday 15 May 2018: HTH Campus The Hague</b>		
08:00 - 08:30	Arrival and welcome by HTH Students and Board of Directors	HTH students Ms Regine von Stieglitz (President of the BoD) Mr Max Merckx (Member of the BoD)
08:30 - 09:45	Panel setup & Documents review	
09:45 - 10:45	Tour of campus facilities	Hosted by HTH students and HTH Marketing & Sales Department
10:45 - 11:00	Panel deliberation / Documents review	
11:00 - 11:45	Interview with Bachelor students from The Hague	Alisher Nazir (phase 2) Bertille Pommier (phase 3) Tijs Vetjens (phase 2) Prisca Munyasya (phase 2) Miruna Avram (phase 1) Robert Lodewijk (phase 2) Tom Lubbers (phase 3/Lycar)
11:45 - 12:00	Panel deliberation / Documents review	
12:00 - 13:00	Lunch (Room Service)	
13:00 - 13:45	Class visits	Various lecturers and instructors
13:45 - 14:00	Panel deliberation / Documents review	

14:00 - 14:45	Interview with Lecturers and Instructors	Mr Fred de Vries (Lecturer in Finance) Ms Xuan Huynh (Lecturer) Ms Simone Williams (Lecturer) Ms Agatha Engel (Lecturer) Mr Robert Gallicano (Lecturer in F&B) Mr Stefan Hollen (Coordinator F&B operations) Ms Ina Groen (Instructor Rooms Division)
14:45 - 15:00	Panel deliberation / Documents review	
15:00 - 15:45	Interview with Placement Office, Selection & Admissions, Student Tutoring	Ms Elina Sperth (Placement coordinator) Ms Caroline Schelfhout (Placement coordinator) Ms Saskia de Ruijter (Team Lead Student Administration) Ms Lauren Rigter (Admission & Recruitment) Ms Conny Valk (Lecturer in Operations Management)
15:45 - 16:00	Panel deliberation / Documents review	
16:00 - 16:45	Interview with Board of Directors	Ms Regine von Stieglitz (President of the BoD) Mr Max Merckx (Member of the BoD) Ms Lisette Flohil-Griep (Secretary of the BoD)
16:45 - 17:00	Panel deliberation / Documents review	
17:00	Retreat to Skotel	
Evening	Dinner at Calla's	
<b>Wednesday 16 May 2018: HTH Campus Amsterdam</b>		
07:45 - 09:00	Travel to Amsterdam Campus	
09:00 - 09:45	Welcome & tour of campus facilities	Hosted by HTH students and HTH Marketing & Sales Department
09:45 - 10:00	Panel setup	
10:00 - 10:45	Discussion with Alumni & Industry Network/Advisory Board	Mr Milan Arandelovic (Area GM Hilton International) Ms Sophia Gross (Cluster Director of Revenue Strategy; Marriott Hotels) Ms Kimberley Roersma (Director/Owner Mother Nature Cleans Company) Mr Peter Heule (CEO Short Stay Group) Mr Jan Steinebach (Senior Director/Head of Hotels; CBRE) Mr Peter Verhoeven (Managing Director Booking.com)

10:45 - 11:00	Panel deliberation / Documents review	
11:00 - 11:45	Interview with Bachelor Students from Amsterdam	Ioana-Teodora Sitea (phase 2) Justus van Dam (phase 3) Anne Vortmann (phase 2) Samuel van Gelder (phase 3/Lycar) Anne-Lotte Broekhof (phase 3) Isa Maathuis (phase 1) Stella van Toor (phase 3/Lycar)
11:45 - 12:00	Panel deliberation / Documents review	
12:00 - 13:00	Lunch in Le Début	
13:00 - 13:45	Class visits	Various Lecturers and Instructors
13:45 - 14:00	Panel deliberation / Documents review	
14:00 - 16:30	Master Programme interviewing:	
14:00 - 14:45	Programme management team	Mr Jelle Veenstra (Manager Master) Mr Diego Salvatierra Palacios (Applicant Advisor MBA programme) Mr Arjan van Rheede (Lecturer in Research Methods) Ms Regine von Stieglitz (President of the BoD)
14:45 - 15:30	Lecturers	Mr Sander Allegro Mr Yousri Mandour Mr Govert Boender Ms Debbie Tromp Mr Rob Beltman Mr Rob Blomme Ms Yasmin Oruc Mr Huub Ruël
15:30 - 15:45	Panel deliberation / Short Break	
15:45 - 16:30	Master Students & Alumni	Mr Boris Lamp Ms Emily Hurst Mr Pranay Pathania Mr George Pintea Mr Chris Jacobs Mr Max Lind Ms Aliona O'Regan-Churilova Ms Tanya van Ravenswaay Claasen
16:30	Travel Back to The Hague	
Evening	Dinner in Brasserie Zinq	

<b>Thursday 17 May 2018: HTH Campus The Hague</b>		
08:00 - 08:30	Arrival & Panel setup	
08:30 - 09:30	Interview with Research Centre and Lycar (Bachelors Thesis) Team	Mr Jeroen Oskam (Manager Research Center) Ms Angelique Lombarts (Lector) Mr Ajay Kapur (Faculty Department Head "Marketing and Innovation") Ms Anna de Visser-Amundson (Lecturer in Marketing) Ms Annemieke de Korte (Lecturer) Mr Neil Walsh (Lecturer)
09:30 - 09:45	Panel deliberation / Documents review	
09:45 - 10:30	Interview with Exam Committee	Ms Charlotte Wouters-Leenders (Chair Exam Committee; Lecturer in Hospitality Management) Ms Jacqueline Wouters-Broekhuizen (Member Exam Committee; Lecturer in Research Methods) Ms Lysbeth Vink (Member Exam Committee; Lecturer) Ms Noor van der Poel (Chair Assessment Committee; Educational Advisor)
10:30 - 10:45	Panel deliberation / Documents review	
10:45 - 11:30	Interview with Education Committee and Quality Assurance Team	Mr Romeo Oehlers (Chair Education Committee; Lecturer) Ms Adèle Verré (Student member Education Committee) Mr Daan Klein (Lecturer) Ms Anja Hellenschmidt (Educational Advisor) Ms Nataly Alarcon (Quality Assurance Officer)
11:30 - 12:00	Panel deliberation / Documents review	
12:00 - 13:00	Lunch (Room Service)	
13:00 - 16:45	Panel deliberation	
16:45 - 17:00	Briefing to Board of Directors	Ms Regine von Stieglitz (President of the BoD) Mr Max Merx (Member of the BoD) Ms Lisette Flohil-Griep (Secretary of the BoD)
17:00 - 17:30	Feedback to school	HTH Community

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