



**HOTELSCHOOL
THE HAGUE**

Hospitality Business School

Hotelschool The Hague

Education and Examination Regulation

**Programme name: Bachelor Hospitality Management (in Dutch
Bachelor Hotel Management)**

CROHO-nummer: 34411

Qualification (in full) Bachelor of Business Administration in Hotel
Management

Qualification (abbreviation) BBA.HM

The Education and Examination Regulation (EER) is part of
the study programme-specific part of the Hotelschool The
Hague Student Charter.

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Chapter 1 General

Article 1.1 Definitions

Academic year	A period of time that commences on 1 September and ends on 31 August of the subsequent year as referred to in article 1.1, under k of the WHW.
Accreditation	The quality mark that expresses that the quality of a programme has been assessed positively as referred to in article 1.1, under s of the WHW.
Appeal Committee	A committee of appeal for students appointed by Hotelschool The Hague as referred to in articles 7.60 until 7.63 of the WHW.
Appeals Tribunal for Higher Education (<i>"College van beroep voor het Hoger onderwijs"</i>)	An appeals tribunal appointed by the government for the judgment of an appeal against a decision by a body of Hotelschool The Hague, as referred to in articles 7.64 until 7.67 of the WHW.
Assessment	An investigation of the knowledge, understanding and skills of the student, the outcome of which is an appraisal as determined by an examiner and is the (part) conclusion of a course. The appraisal can consist of either one or multiple components, which is expressed as a score between 1 and 100 or a Pass/Fail. The following terms "Final Assignment, Skills Assessment, Final Product and Oral Assessment" are all interim assessments.
Assessment Committee	A committee under the responsibility of the Exam Committee to establish the assignments, exercises, assessment standards and assessment criteria, and provide the bachelor programme with advice in the area of assessments.
AWB (<i>"Algemene Wet Bestuursrecht"</i>)	General Administrative Law Act.
BBA.HM	Bachelor of Business Administration in Hotel Management.
Block	A period of 10 weeks during which education is provided and examinations are held. An academic year consists of 4 blocks, plus a Start-Up Week at the beginning of the academic year and a Round-Off Week at the end of the academic year. IFT students will get classes in the Round-Off Week.
Board of Directors	Administrative body of Hotelschool The Hague, as referred to in article 10.2 of the WHW in conjunction with articles 4 up to

and including 15 and article 17 of the statutes of the Foundation Hotelschool The Hague.

Bron-HO	Central register of higher education enrolment, as referred to in article 7.52 of the WHW, in which DUO registers details of persons who are enrolled or have been enrolled at an institute of higher education of university.
BRP (Basisregistratie Personen)	The "BRP", the municipal records contain the personal details of everybody who lives or has lived in The Netherlands. It is mandatory for students to register in the BRP.
Certificate	Document, as referred to in article 7.11, paragraphs 1 and 2 of the WHW.
Certificate supplement (<i>"Diploma supplement"</i>)	A supplement as referred to in article 7.11, paragraph 4 of the WHW that is supplemented to the degree certificate, which has the objective of providing insight into the nature and the content of the completed course, also in view of the international recognition of courses. The supplement is drawn up in English and complies with the European standard format.
Core Team	A group of lecturers and instructors who are responsible for the content, planning and monitoring of a specific course.
Course	A part of the educational programme that is concluded with an assessment, as referred to in article 7.3, paragraph 3 of the WHW and to which ECs are linked.
Course component	A course that is concluded with an assessment, either consisting of one or multiple course components, as referred to in article 7.3, paragraph 3 of the WHW.
Course Guide	A guide containing detailed information concerning a specific unit of education.
Course table	An overview of all courses at Hotelschool The Hague, including course components, the appraisal method and ECs.
CROHO (<i>"Centraal Register Opleidingen Hoger Onderwijs"</i>)	The Central Register of Higher Education Study Programmes as referred to in article 6.13, paragraph 1 of the WHW. A list of all study programmes which, if completed successfully, provide an official degree certificate according to the WHW.
Curriculum	The study programme of the Hotelschool The Hague's bachelor programme. Cohesive group of courses through which a student can acquire the Professional Duty Categories and Professional Excellence Categories.
Didactic concept	A framework of rules within which the study programme is developed and offered.

DUO (" <i>Dienst Uitvoering Onderwijs</i> ")	Education Executive Agency that finances and informs educational institutes and those who participate in education.
European Credit (EC)	The system for measuring study load as referred to in article 7.4 of the WHW, in which 1 credit (EC) represents 28 hours of study. Credits are awarded if an assessment is passed successfully.
ECTS	European Credit Transfer System.
Education Committee	A committee as referred to in article 10.3c of the WHW that provides the Education Management Team and Board of Directors with advice/consent concerning the EER. In addition, the committee conducts an annual review of the implementation of the EER and gives requested or unrequested advice on all other matters related to education.
EER	Education and Examination Regulation as determined by the governing body of the school as referred to in article 7.13 of the WHW.
Elective	An elective is a course a student can choose to broaden or deepen his or her knowledge and skills in a specific area.
EMT	Education Management Team.
Essential Course (EsC)	A course in which professional practice is the basis and theoretical knowledge and models and conceptual skills are developed on the basis of complex, real-life assignments.
Exam	The whole of the successfully completed assessments for the courses belonging to the Propaedeutic Phase and/or the Post Propaedeutic Phase of the study programme.
Exam Committee	The body as referred to in article 7.12, paragraphs 1 and 2 of the WHW.
Examiner	Person appointed by the Exam Committee as an examiner and entitled to take assessments or parts thereof as referred to in article 7.12c paragraph 1 of the WHW.
Exemption	The Exam Committee may grant exemption from participating in one or more assessments on the grounds of a certificate, diploma or degree in higher education, or other statement that shows that the student has already fulfilled the completion requirements of the assessment.
Faculty	Lectures and instructors from the faculty of Hotelschool The Hague.

Final Exam	The conclusion of the study programme, as referred to in articles 7.3, paragraph 3 and 7.10, paragraph 2 of the WHW.
Fraud	Any act (including plagiarism) or failure to act of which the student was aware or should have been aware that renders it impossible (in part) to correctly judge the student's knowledge and understanding, skills, competences, (professional) attitude and reflection.
Full-time programme	Programme that does not take any other activities into consideration other than those related to education.
HBO bachelor programme	A higher professional education (HBO) programme, as referred to in article 7.3a, paragraph 2 of the WHW.
Hotelschool The Hague Legal Protection	Service as referred to in article 7.59a of the WHW where all appeals, objections and complaints by students are submitted with the exception of a request for reconsideration by the Exam Committee.
http://MyHotelschool.nl	Digital work environment for students and staff of Hotelschool The Hague.
Impairment	All disorders of a chronic nature that may lead to a study delay. This can be a physical disability, a sensory handicap, psychiatric impediment, a speech impediment, dyscalculia, autism spectrum disorder, AD(H)D and chronic illness.
International Fast Track (IFT)	A 2-year programme for graduates of the Dutch MBO programme "HORECA ondernemer/manager, level 4" or students with similar qualifications and experience.
Institute tuition fees	Tuition fees, as referred to in article 7.46 of the WHW.
Instructor	Employee who provides instruction and supervises the practical skills training and learning process, in combination with general education duties for the benefit of Hotelschool The Hague and the students.
Integrated Professional Duty Course (IPC)	Course in which professional practice is simulated and the students work on professional duties in a project-based manner in an organizational context.
Irregularities	Non-compliance by the student with the rules for a correct process during assessments, as referred to in appendix 1, or the commitment of fraud.
Lecturer	Employee who is encumbered with the autonomous provision of education and supervision of the educational process, in

combination with general teaching duties for the benefit of Hotelschool The Hague and the students.

Mandatory classes	Lessons are compulsory for first-year students. Attendance, preparation, (quality of) homework and active participation is monitored. An attendance of 80% or higher provides the student the right to an extra chance for an assessment.
Osiris	Student Information system for the registration of study progress.
Outlet	Practical learning environment (Zinq, La Mangerie, Le Début, Skotel, Reception, Les Saveurs, Room service, Housekeeping).
Personal tutor	Employee of Hotelschool The Hague who mentors a group of students during their programme until the enrolment in LYCar.
Phase	A part of the programme that is associated with a specific learning concept. The programme consists of a coherent whole of three Phases.
Post-propaedeutic Phase (Phase 2 and 3)	The second part of the programme that follows the Propaedeutic phase as referred to in article 7.30 of the WHW.
Professional Duty Category (PDC)	Final attainment level; a combination of profession-specific duties, knowledge, skills and behaviour describing a certain responsibility or task within the professional practice as taught by Hotelschool The Hague to students. The study programme consists of 9 PDCs and 2 PECs.
Professional Excellence Category (PEC)	Final attainment level; competences in the area of social skills and communication skills in which the student of Hotelschool The Hague's bachelor programme are trained. A combination of duties, knowledge, skills and behaviour describing a specific responsibility or task within the professional practice in which Hotelschool The Hague educates students. The educational programme consists of 9 PDCs and 2 PECs.
Propaedeutic Phase (Phase 1)	The first part of the bachelor programme as referred to in article 7.8, paragraph 2 of the WHW with a study load of 60 ECs.
Representative Advisory Council (RAC)	A representative advisory body intended in article 10.17 of the WHW.
Recommendation to Discontinue the Programme (RDP)	Study advice as referred to in article 7.8b, paragraphs 1 and 2 of the WHW, which is linked to a binding advice, as referred to in article 7.8b, paragraph 3 of the WHW.

Round-Off week	Week during which lecturers and instructors can round off their work and classes.
RPL	Recognition of prior learning or recognition of acquired competencies as referred to in article 7.16 of the WHW.
RPL procedure	Procedure implemented by an organization approved by Hotelschool The Hague, not the Hotelschool The Hague Exam Committee itself, to, through thorough research, identify, assess and give official recognition to knowledge and competencies acquired elsewhere by a person who is not enrolled at Hotelschool The Hague.
Selection	The determination of the choice by Hotelschool The Hague in the acceptance of students. In addition to the normal requirements regarding previous education, Hotelschool The Hague selects according to motivation and suitability to the profession. In addition, Hotelschool The Hague imposes extra requirements in the area of competency in the English language and cognitive abilities.
Semester	Period of two teaching blocks; blocks A and B are Semester 1 and blocks C and D are Semester 2.
Service desk	a communications center that provides a single point of contact (SPOC) between HTH departments and its students.
Smartcard	Identification card issued by Hotelschool The Hague; also used as an instrument of payment by employees as well as students.
Statutory tuition fees	Tuition fees as referred to in the articles 7.45 to 7.45b of the WHW.
Student	Person who is enrolled at Hotelschool The Hague as a student, as referred to in article 7.32 of the WHW.
Student Charter	The Student Charter as referred to in article 7.59 of the WHW comprises a description of the rights and obligations of students. The Student Charter consists of a general part (specific to the institute) and an education-specific part.
Student Counsellor	Employee whose core duty it is to counsel, inform and advise (potential) students in the area of study, education and personal situation/circumstances.
Studielink	Internet platform for registration and enrolment, changes in personal details registered at institutes of higher education and universities as well as with the Agency for the Administration of Education (DUO).

Study Guide	Guide that is published by Hotelschool The Hague once per academic year containing information about general school matters, activities and organization of the school, students facilities and content of the 4-year study programme.
Study advice	Study advice as referred to in article 7.8b, paragraphs 1 and 2 of the WHW given to the student concerning the continuation of his studies with the bachelor programme or elsewhere no later than at the end of the term of enrolment for the Propaedeutic Phase of the programme. In addition to the advice at the end of the first year of enrolment The Hotelschool can give advice as long as the student has not passed the Propaedeutic Exam. This advice may be linked to a rejection (a recommendation to Discontinue the Programme), as referred to in article 7.8b, paragraph 3 of the WHW.
Study load	Study load expressed in ECs as referred to in article 7.4, paragraph 1 of the WHW.
Study programme	Educational programme as referred to in article 7.3 in conjunction with article 7.3a of the WHW.
Study Progress Coordinator (SPC)	Employee of Hotelschool The Hague who, in case of a deviation in study progress, provides information specifically about alternative courses, assessments, re-sits, study planning and exemptions. He/she is responsible for the coordination of the activities of the personal tutors in Phase 1 and Phase 2 (in Phase 3 the LYCar career coach takes on the role of personal tutor); for the supervision of the study advice procedure in the Propaedeutic Phase; advising students about study progress and signalling problems related to the study progress of students.
Tuition fees	Tuition fees as referred to in article 7.43 of the WHW. Hotelschool The Hague has higher statutory tuition fees.
Voucher	Administrative act by which a student can, in addition to his normal assessment opportunities, make use of an extra chance to follow lectures again and to re-sit the assessment. Each student receives two vouchers at the beginning of the studies for the whole of the programme.
WHW ("Wet op het hoger onderwijs en wetenschappelijk onderzoek")	Higher Education and Research Act; an inspection copy is available in the Media Centre.
Working days	All days of the week except the weekend, school holidays, zero weeks and Publicly recognized holidays.

Article 1.2 Applicability of the regulation

The Education and Examination Regulation is applicable to all students who are enrolled at Hotelschool The Hague and is effective from 1st of September 2017 unless stated otherwise.

Article 1.3 Ratification and amendments to the regulation

1. The provisions specific to the educational programme are determined by the Board of Directors prior to the start of the academic year. The Education Management Team is responsible for the formulation of provisions specific to the educational programme. Ratification occurs only after the Education Committee has given its advice/consent and after the Representative Advisory Council has given its advice/consent, as far as this is required. It is not allowed to amend the institute-specific provisions, unless the Board of Directors approves a well-founded request from the Education Management Team.
2. Amendments during the academic year occur on the condition that the interests of the students concerned are in all fairness not damaged as a result of the amendment.
3. The procedure as referred to in the first paragraph of this article must be followed if amendments to this regulation are made.
4. If the interests of an individual student are prejudiced as a result of a preliminary amendment, the student in question may submit a substantiated appeal to the Exam Committee against the application of the amendment in question. After the Exam Committee has conducted an investigation, it will subsequently give its well-reasoned decision in which the individual interests of the student and the interests of the quality of the educational programme as well as the professional possibilities for the student are weighed.

Chapter 2 Basis of the educational programme

Article 2.1 Purpose of the programme and competencies

The content of the educational programme is based on the professional situation of an international hotel manager. The professional profile of an international hospitality manager is described in nine separate Professional Duty Categories (PDCs) and two Professional Excellence Categories (PECs).

The categories are based on the Professional and Educational Profile for the Bachelor of Business Administration Higher Education. This profile came about at the order of five Dutch Hotel Management schools in higher education that account for and justify the profile of the licence to the BBA sector council and the HBO council. The PDCs and PECs form the basis of the educational programme: the content and teaching of subjects.

The educational profile of the Higher Hotel Management programme is derived from the national competency profile "Smart, hospitable, connected: The new generation of hotel management professionals, Bachelor of Business Administration Higher Hotel Management Education National professional and educational profile 2012-2016" CROHO 34411, 20 June 2013, Stichting Landelijk Overleg Hoger Hotelonderwijs.

Professional Duty Categories (PDC)

- PDC 1** Understanding the ins and outs of creating and providing hospitality.
- PDC 2** Initiating and creating new hospitality products and services independently, innovatively and in an enterprising manner.
- PDC 3** Developing strategy, based on an understanding of how to deal with changes/forces in the external hospitality business environment, including the strategic development of networks and business relationships.
- PDC 4** Analysing hospitality company policy issues, translating them into internal objectives, and making concrete plans for implementation at departmental or business function level.
- PDC 5** Analysing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)
- PDC 6** Designing, controlling and improving organizational and hospitality business processes.
- PDC 7** Dealing with the powers and influence of (external) stakeholders, i.e. owners, banks, regulators, distributors, clients, society, etc. etc.
- PDC 8** Optimizing human resources in the light of the organizational strategy.
- PDC 9** Developing, implementing and evaluating change processes.

Professional Excellence Categories (PEC)

- PEC 10** Putting into practice and applying social, communication and language skills
- PEC 11** Putting into practice and applying self-direction and intrapersonal skills.

More detailed information about competencies and criteria is included in appendix 5.

Chapter 3 Previous education, entry requirements, selection and exemptions

Article 3.1 Previous education requirements

Applicants for a study programme in higher professional education (HBO) must be in possession of a diploma of pre-university education (VWO), diploma of upper general secondary education (HAVO), middle management education, or specialist education as referred to in article 7.2.2, paragraph 1 under c, of the Adult and Vocational Education Act (WEB). A diploma, as referred to in the first sentence, is equated with a diploma from vocational training courses designated by ministerial regulation (article 7.2.2, paragraph 1c WEB).

On the basis of article 7.28, paragraph 1 of the WHW, those who have obtained a degree as referred to in article 7.10a of the WHW, and those who have successfully passed a Propaedeutic Exam at an institute of higher education are exempted from the previous education requirements named in article 7.24 of the WHW.

Article 3.2 Previous education requirements in detail

In table 1. below the overview of additional requirements regarding previous education for the Hotelschool The Hague Bachelor 4-year programme for applications by HAVO/VWO candidates is presented.

Table 1. Overview of additional requirements regarding previous education

PROFILE	HAVO	VWO
"Cultuur & Maatschappij" (C&M)	"Economie or Management & Organisatie" (M&O)	Admissible
"Economie & Maatschappij" (E&M)	"2 ^e Moderne Vreemde Taal" (MVT)	"2 ^e MVT"
"Natuur & Gezondheid" (N&G)	"2 ^e MVT"	"2 ^e MVT"
"Natuur & Techniek" (N&T)	"2 ^e MVT"	"2 ^e MVT"
If no "Economie or M&O"	The candidate has to provide the admission office of the Hotelschool <u>either</u> a prove of enrolment for the achievement of a certificate HAVO or VWO "Economie" or "M&O" <u>or</u> a prove of enrolment for a (deficiency) course "Economie" or "M&O".	
If no "2e MVT"	The candidate has to provide a prove of enrolment at the admissions office for the achievement of a certificate HAVO or VWO or a prove of enrolment for the achievement of a course "Moderne Vreemde Taal" at minimal A2-level according to the Common European Framework of Reference for Languages, achieved at a language institute in The Netherlands or abroad.	

Applications from "MBO"	
"H.O.M. (Horeca Ondernemer / Manager)	"Regular selection day (* for 2-year programme, see article 3.4)
Other – Level 4 with "2e MTV"	Regular selection day
Not mandatory, highly recommended	
Work experience	Horeca: hotel, restaurant, etc. International work experience is a pré
International focus	International (work) experience is a pré
Economics ("Economie")	Knowledge of Economics ("Economie") of the course "M&O" For candidates with a HAVO diploma " <u>C&M</u> " is mandatory

Article 3.3 Additional requirements

By ministerial regulation, study programmes may be designated whereby prospective students are required to demonstrate that they possess specific knowledge, skills or characteristics through, among others, a selection procedure, as described in more detail in article 3.8.

In order to enrol in the programme the applicant is required to have proof of admission. This is equivalent to a positive result of the selection procedure employed by Hotelschool The Hague. Every student will receive an official confirmation hereof.

For the implementation of the specific requirements, the Hotelschool The Hague establishes criteria for the selection and admission of students, as described in more detail in article 3.9.

Hotelschool The Hague decides whether an applicant student meets the above mentioned requirements. If this decision is positive, written confirmation of admission is issued. The selection procedure is described in more detail in article 3.10.

Article 3.4 Investigation related to additional previous education requirements (deficiency test)

The Board of Directors may determine that a person with a diploma that does not fulfil the additional requirements will be allowed to enrol on the condition that investigation (deficiency test) proves that as far as content is concerned similar requirements are met. The requirements named in article 3.1 must be fulfilled before the start of the programme, as determined in article 7.25, paragraph 4 of the WHW. The additional requirements must also be fulfilled.

Article 3.5 Exemption from previous education requirements

The Board of Directors grants exemption from the previous education requirements to persons who have a Dutch or foreign qualification that is at least equal to the previous education requirements named in article 3.1 and article 3.2. The Admissions office advises the Board of Directors in such cases.

Article 3.6 Students with a diploma obtained abroad

1. Students who have been exempted from the previous education requirements based on a diploma as referred to in article 3.1 and who do not comply with one of the conditions stated in paragraph 2 of this article, must achieve the relevant minimum score in one of the following tests in order to be admitted to the Hotelschool The Hague programme.
2. The condition referred to in paragraph 1: candidates who have followed at least two years full-time education with English as the language of instruction in the preceding three calendar years, are deemed to have fulfilled this requirement.
 - TOEFL test; minimum scores:
 - Computer-based (CBT): 80
 - Paper-based (PBT): 550
 - IELTS test; minimum score: 6.0
 - Cambridge certificate of Proficiency: all Pass scores
 - Cambridge certificate of Advanced English (CAE): all Pass scores
 - Cambridge certificate of Advanced English: score A, B or C
 - Cambridge First Certificate: score A
3. Hotelschool The Hague tests all previous education according to the previous education requirements, and advice from Nuffic influences this process.
4. The provisions of paragraphs 1 to 4 of this article do not exempt the student from the additional requirements named in article 3.3.

Article 3.7 International Fast Track Programme

1. Hotelschool The Hague has an International Fast Track Programme (IFT). This programme comprises years 3 and 4 (a part of Phase 2 and a part of Phase 3 of the regular programme).
2. Dutch applicants for the International Fast Track Programme must have successfully completed a hotel/catering school at secondary level: the Horeca Entrepreneurial/Manager degree; all core competencies passed and
 - a. Core competence 1 "Entrepreneurial"
 - b. Core competence 2 "Managing an organization" / Calculation_Maths skills and a final grade of 7 or higher for Business Plan / Basic Management / Operational Management.
 - c. A sufficient result of one of the following English tests:
 - TOEFL test; minimum scores:
 - Computer-based (CBT): 80
 - Paper-based (PBT) : 550
 - IELTS test; minimum score: 6.0
 - Cambridge Certificate of Proficiency: all Pass scores

- Cambridge Certificate of Advanced English: score A, B or C
 - Cambridge First Certificate: score A
3. Foreign applicants need to have a secondary school diploma valid for entrance to university (or German Fachhochschule) in their own country, plus a diploma from a full-time course in hospitality that lasted a minimum of two years. In addition, applicants must show proficiency in English. Those who have followed at least two years full-time education with English as the language of instruction in the preceding three calendar years are deemed to have fulfilled this requirement. Those applicants to whom this does not apply, must submit sufficient scores of the following tests:
 - TOEFL test; minimum scores:
 - Computer-based (CBT): 80
 - Paper-based (PBT) : 550
 - IELTS test; minimum score: 6.0
 - Cambridge Certificate of Proficiency: all Pass scores
 - Cambridge Certificate of Advanced English: score A, B or C
 - Cambridge First Certificate: score A
 4. Should the student be admissible, he must follow the four week Preparation Summer Course (PIFT) at Hotelschool The Hague. If this course is successfully completed, the student can start on the IFT programme. The Board of Directors grants exemption for the Propaedeutic. For the Practical placement of 30 ECs the Exam Committee can give an exemption.

Article 3.8 Selection

Hotelschool The Hague entry policy is based on selecting students who want to enrol for the first year of the programme. The selection criteria are explained in more detail in article 3.9 of this regulation.

Article 3.9 Selection criteria

1. Hotelschool The Hague selects on the basis of three main criteria:
 - a. Suitability and motivation for a position as a future manager in the hospitality industry. In order to judge this, the student may be required to take a personality test;
 - b. Capacity to successfully complete the courses at the Hotelschool. The student may be required to take a capacity test and/or preferences test;
 - c. Ability to take part in student life and be able to work and live in the Skotel successfully.
2. In order to be able to select on the abovementioned criteria, the following aspects are measured: Entrepreneurship, Team building qualities, Service-mindedness, Communication skills, Motivation for the industry, Flexibility, Professional attitude, Social involvement, Independency, Ability to set priorities and perform under pressure, Decisiveness and Creativity/Innovativeness.

Article 3.10 Selection procedure

1. The purpose of the selection procedure is to assess whether the prospective student is suitable for the hospitality business. Motivation, talent, attitude and suitability are assessed.
Hotelschool The Hague invites candidates with suitable qualifications to a selection day at Hotelschool The Hague or at another (external) location. The candidates have three individual interviews with lecturers, students and representatives from the (international) hospitality industry. They also carry out a management assignment in a group and are given a guided tour of the school and an introduction to the programme.
The candidates are evaluated during the selection day according to a range of criteria as described in more detail in article 3.9 of this regulation. Candidates may also be required to take an English test, a study style preference test, capacity test and/or a personality test.
2. Hotelschool The Hague reserves the right, on the basis of motivated reasons, and through a process of pre-selection, not to invite students to a selection day despite the fact that they formally fulfil the necessary requirements.

Article 3.11 Decision on acceptance

1. On behalf of the Board of Directors a selection committee decides which students to admit on the basis of the advice of the selection team on the selection day.
Candidates receive a reply in writing within four to six weeks after the selection day. Candidates who are not accepted may request an explanation of the reasons for refusal, which can be given either by phone or in writing. Candidates may apply again for an invitation to take part in the selection procedure again in a following academic year.
2. Students may indicate their preference (with reasons) for following the programme at the campus in The Hague or in Amsterdam. The school decides where and when the student will be placed.

Article 3.12 Students with an impairment

1. Students with an impairment are legally entitled to effective provisions, unless they form an unreasonable burden for the institute.
2. Provisions must serve to remove or reduce obstacles so the student has the opportunity to successfully complete the programme. Provisions must help the student to be independent and participate as fully as possible. The provisions may involve adaptations in the educational programme (including placements), study rosters, assessments, educational tools and other educational facilities.
3. The Exam Committee decides on requests for provisions related to taking part in assessments taking into account the requirements the school poses regarding knowledge, understanding and skills necessary to obtain the degree as referred to in article 7.4.
4. A student wishing to qualify for specific provisions referred to in the second paragraph, must apply to the student counsellor. Within 10 working days after the application is received, the student will receive an invitation for an interview, which

will take place no later than 20 working days after receipt of the application. In the interview the impairment of the student will be charted and the provisions discussed that could support the student during his study.

The student makes sure that he brings the necessary written proof by an independent expert that documents the impairment. On the basis of the interview the student counsellor and the student compile a document that will contain a request for provisions and the student counsellor's recommendations. This document is signed by both parties. Depending on the nature of the provisions, the student also submits the document as a request to the Exam Committee.

5. The Exam Committee decides on a request as referred to in paragraph 4, within four weeks after receipt of the request, unless a request necessitates further investigation. In that case the student will be given a definite answer when a decision on his request will be made.
6. If a student submits the request to the wrong party, that party sends the request as quickly as possible to the correct party.

Article 3.13 Students who practice sport at top-level

1. Students who practise top-level sport and are in the possession of an A, B, HP status determined by the NOC*NSF, or regional status R-1 awarded by the *Regio Steunpunt Talent en Topsport* in The Hague may be eligible for effective provisions.
2. The Exam Committee decides on requests for provisions related to taking part in assessments, taking into account the requirements the school poses regarding knowledge, understanding and skills necessary to obtain the degree as referred to in article 7.4. A member of the Board of Directors decides on requests for other provisions.
3. A student wishing to qualify for specific provisions referred to in the second paragraph, must apply to the student counsellor. Within 10 working days after the application is received, the student will receive an invitation for an interview, which will take place no later than 20 working days after receipt of the application. In the interview the burden that the practice of top-level sport involves will be charted and the provisions discussed that could support the student during his study. The student makes sure that he brings the necessary written proof such as training and competition schedules. On the basis of the interview the student counsellor and the student compile a document that will contain a request for provisions and the student counsellor's recommendations. This document is signed by both parties. Depending on the nature of the provisions, the student also submits the document as a request to the Exam Committee and/or a member of the Board of Directors.
4. The Exam Committee decides on a request as referred to in paragraph 3, within four weeks after receipt of the request, unless a request necessitates further investigation. In that case the student will be given a definite answer when a decision on his request will be made.
5. If a student submits the request to the wrong party, that party sends the request as quickly as possible to the correct party.

Chapter 4 Content and organization of the programme

Article 4.1 Type of programme

Both the bachelor programme and the International Fast Track programme are full-time educational programmes.

Article 4.2 Language

Both the bachelor programme and the International Fast Track programme are taught in English; the assessments are administered in English, with the exception of the courses for Second languages. Where the use of the English language is concerned, a code of conduct is in effect (appendix 3).

Article 4.3 Scale and duration of the Bachelor Programme

1. The HBO bachelor programme consists of a Propaedeutic Phase consisting of 60 ECs and a Post-propaedeutic Phase consisting of 180 ECs. The purpose of the Propaedeutic Phase is threefold: orientation, selection and/or referral.
2. The total bachelor programme corresponds to a total of 240 ECs; one EC represents 28 hours of study. The standard duration of the study programme is 4 years. One year of study consists of 60 credits (1.680 hours of study).

Article 4.4 Structure of the Bachelor programme

1. The programme comprises three cohesive phases. Each phase corresponds with a specific learning conception level which is integrated into the courses within a phase. The three phases are:
 - Phase 1: Grasping and applying theory through interaction and shaping (1 year; 60 ECs)
 - Phase 2: Complete understanding of the subject matter by building expertise (1.5 years; 90 ECs)
 - Phase 3: Understanding reality by travelling with equals (1.5 years; 90 ECs)
2. Each phase comprises multiple courses for which students receive the associated number of ECs upon successful completion.
3. Phase 2 starts with a Practical Placement worth 30 ECs. This training takes place outside school.
4. Phase 3 concludes with the graduation course "Launching Your Career" worth 48 ECs, which also comprises an external placement component.
5. For the following components a minimum number of ECs must have been achieved.
 - To start Practical Placement:
 - for students up to and including intake February 2016: 45 ECs of which are part the courses RIB or CBV of the propaedeutic phase;

- for students from intake September 2016 or later: 51 ECs of the propaedeutic phase.
 - To start LYCar:
 - students up to and including intake September 2014: 162 ECs;
 - students from intake February 2015 or later: 162 ECs of which all phase 1 and 2 courses are part.
 - To do LYCar Reporting Assessment: 192 ECs.
6. Within a phase there is no set order for following courses. The exception is the "Checking In" course in Phase 1 (always the first course of the curriculum). The path the student follows is determined by the school.
 7. In Phase 3 the student must pass Elective courses with a total worth of 12 ECs.
 8. In Phase 3 after enrolment in LYCar an approved Career Launching Plan (CLP) is requested before the external placement can start.
 9. For students intake September 2016 and intake February 2017 the pre-requisites of Phase 3 courses apply (see table below).
For students from intake September 2017 or later the programme has entrance requirements across the Phases. This is described in the table below. With pre-requisite is meant that the required courses described below should have been passed.

Course	Pre-requisite courses	Reason
MFD_Making Financial Decisions – Phase 2	CBV_Creating Business Value – Phase 1	CBV covers foundational knowledge about Financial Accounting and Managerial Accounting which is built on in MFD
APC_Annual Planning Cycle – Phase 2	CBV_Creating Business Value – Phase 1	CBV covers foundational knowledge about Managerial Accounting which is built on in APC
MO_Managing an Outlet – Phase 2	DWIG_Dealing with International Guests – Phase 1 RIB_Running an International Business – Phase 1	RIB deals with foundational knowledge in research and HR, which is followed up in MCH. DWG relates to assertiveness and conversation basics needed to pass the TMS subject in MO
BMI_Business Model Innovation – Phase 3	MFD_Making Financial Decisions – Phase 2 DMO_Designing and Managing the Operation – Phase 2	MFD covers foundational knowledge on Financial Management DMO covers foundational knowledge on research, which is built on in BMI
SDV_Strategy Development – Phase 3	MFD_Making Financial Decisions – Phase 2	MFD covers foundational knowledge on Financial Management, which is built on in SDV
MCH_Managing Change – Phase 3	RIB_Running an International Business – Phase 1 MO_Managing an Outlet – Phase 2 ABI_Aligning Business Information – Phase 2	RIB, MO and ABI all cover HR relevant topics and foundational knowledge needed to successfully complete MCH
TAM_TurnAround Management – Elective, Phase 3	MFD_Making Financial Decisions – Phase 2	MFD covers foundational knowledge about Financial Management which is built on in TAM
HREI_Hospitality Real Estate & Investments – Elective, Phase 3	MFD_Making Financial Decisions – Phase 2	MFD covers foundational knowledge about Financial Management which is built on in HREI

Article 4.5 Structure of the International Fast Track Programme

1. This programme comprises years 3 and 4 (a part of Phase 2 and a part of Phase 3 of the bachelor programme).

Phase 2 (Post Propaedeutic Phase)	ECs
Annual Planning Cycle	6
Quality Management	6
Managing an Outlet	15
Revenue Management	6
Making Financial Decisions	6
Aligning Business & Information	6
Designing & Managing the Operation	6
Second Business Language 1; level 1 or 2	3
Second Business Language 2; level 2 or 3	3
Total Phase 2	57
Phase 3 (Post Propaedeutic Phase)	
Making Things Happen: Strategy Development	9
Business English 3 (see *Based on assessment)	
Dealing with stakeholders: Business Model Innovation	9
A New Beginning: Managing Change	9
Electives	12
Career Launching Plan	3
Launching Your Career	45
Total Phase 3	87
Total International Fast Track Programme	144
*Based on assessment: English level 2 and 3 (If student passes assessment in block A, exemptions are given for English 2 and 3. If fail, then student has to follow English 2 and 3 regular and will then acquire 6 ECs)	6
Based on prior learning	
Propaedeutic phase – exemption	60
Practical Placement – exemption	30
Full bachelor curriculum	240

2. The weight of the assessment of the course is described in the course table or in the individual course guides.

Article 4.6 Areas of specialisation

Both the bachelor and the International Fast Track programme do not have any areas of specialisation.

Article 4.7 Composition of the assessment programmes

The assessment programme is described in more detail in the individual course guides and appendix 7.

Article 4.8 Transfer to newer curriculum with associated assessments

Should changes occur in the assessment programme in consecutive years the Exam Committee will determine a transitional provision.

Article 4.9 Assessment form guarantee

The assessment form of a second or following assessment during the same academic year of the first sitting should cover the same learning goals as the first assessment. If an assessment cannot be retaken in a comparable assessment with the same areas of knowledge, skills or attitude in a following block, the student must, in the event of a fail, be offered an opportunity to retake the assessment. This opportunity as determined by the Exam Committee at the request of the examiner concerned may be in the form of an additional or substitute assignment and/or other form of assessment, providing the same criteria are examined. The highest achieved grade counts.

Article 4.10 Assessment content guarantee

The assessment content of a second or following assessment during the same academic year of the first sitting must be identical to that of the first assessment. If the student retakes an assessment in a different academic year, the student is responsible for informing himself about any changes to content.

Article 4.11 Placements and excursions

1. Information about placements followed by students outside Hotelschool The Hague and that are part of the school's programme, is incorporated in the Placement Course Guide.
2. The rights and duties of the student vis-à-vis Hotelschool The Hague and professional practice are recorded in writing in a placement agreement.
3. Excursions are only mandatory when they are included as such in the study programme from the Education and Examination Regulation.
4. A student, who is unable to participate in a mandatory excursion due to circumstances beyond his control and/or personal circumstances, is given the opportunity of compensating this excursion with a substitute assignment.
5. During the placement the student remains enrolled as a student of Hotelschool The Hague and must therefore pay tuition fees.

Article 4.12 Continuous improvement

1. Hotelschool The Hague aims at reaching the highest possible (personal and professional) level, so that students are optimally prepared for a career in the management of the international hospitality industry. This is achieved by setting high quality requirements for starting students, teachers and instructors, content and implementation of the curricula and supporting processes.
The systematic Quality Assurance & Improvement method chosen by Hotelschool The Hague contributes to further establishment of the formal quality management system. The aim of the method is to continuously improve the quality of education, research and the organization.
2. An important part of the Quality Assurance system is the course evaluations, which are held every block (see appendix 6). These evaluations provide input for the yearly improvement of the courses.

Chapter 5 Study advice and student tutoring

Article 5.1 Study advice

1. By the end of the first year of enrolment in the Propaedeutic Phase, each student receives a recommendation from the Board of Directors concerning the continuation of his/her studies at or outside the school.
2. In addition to the advice named in the first paragraph, the Board of Directors can give the advice to the student after the first year of enrolment if he has not successfully passed the Propaedeutic Exam.

Article 5.2 Binding Recommendation to Discontinue the Programme

1. By or on behalf of the Board of Directors a recommendation on continuation of the studies, as intended in article 5.1, can be combined with rejection for the bachelor programme, hereinafter referred to as a binding Recommendation to Discontinue the Programme (RDP).
2. A binding RDP is only given if the student, at the discretion of or on behalf of the Board of Directors, in consideration of the personal circumstances, is deemed not to be suitable for the bachelor programme.
3. The enrolment for the bachelor programme of a student who received a binding RDP, referred to in the first paragraph, is terminated in conformity with article 7.42, paragraph 3 of the WHW effective from the month following the month in which the decision regarding a binding RDP has been made.
4. A binding RDP is given at the latest at the end of the first year of enrolment for the Propaedeutic Phase of the bachelor programme.
5. The student who received a binding RDP can again enrol for the bachelor programme after two years. To this end he/she must submit a substantiated written request to the Board of Directors. A positive decision is only taken by or on behalf of the Board of Directors, if the student concerned made it sufficiently plausible that he/she developed him/herself to such a degree during the period between the binding RDP and the submission of the request to again be enrolled for the bachelor programme that he/she will be able to complete the programme successfully.

Article 5.3 Conditions binding RDP

1. The student who started with intake February 2016 or earlier receives a binding RDP at the end of his/her first year of enrolment for the Propaedeutic Phase, if the student did not attain at least 45 ECs, including the course RIB and/or the course CBV, at the moment that the binding RDP is given.
The student who started the bachelor programme on 1 September 2016 or later receives a binding RDP at the end of his/her first year of enrolment for the propaedeutic phase, if the student did not attain at least 51 ECs at the moment that the binding RDP is given.

2. A binding RDP can only be given if the student was warned, at the end of his/her second study block (B or D) by or on behalf of the Board of Directors in a timely manner and at least once in writing that he/she shall receive a binding RDP in case of insufficient further study progress.
This warning includes a reasonable time limit within which the student must have improved his/her study results as well as a description of the consequences of a binding RDP. The student who has attained less than 24 ECs at the end of the second study block receives a letter of caution from or on behalf of the Board of Directors.
3. The student who has attained 24 ECs or more at the end of his/her second study block received a letter of encouragement from or on behalf of the Board of Directors in which it is brought to the attention of the student that at the end of the first year he/she must at least comply with the requirements as imposed in the first paragraph and the consequences should this not be the case.
4. The student is given, as intended in article 7.8b, paragraph 4 of the WHW, the opportunity by or on behalf of the Board of Directors to be heard before proceeding with a binding RDP. A decision to give a binding RDP is substantiated in writing and is sent to the student accompanied by information about the possibility of lodging an appeal.
5. When giving a binding RDP special personal circumstances of the student as intended in article 2.1 of "*Het Uitvoeringsbesluit WHW 2008*" (the Implementation Decree of the Dutch Higher Education and Research Act 2008) are taken into account.
6. If special personal circumstances affected the study progress of the student, then it falls under the responsibility of the student to see to it that the Board of Directors is informed accordingly in a timely manner, at the latest when heard. The student accompanies the notification of his special personal circumstances by the necessary documentary evidence. The student can give the notification via the student counsellor. The student counsellor as well as (the person responsible on behalf of) the Board of Directors see to it that notifications of special personal circumstances are handled confidentially.
7. The student who fails to report special personal circumstances in a timely manner can no longer rely on the said circumstances later when receiving the binding RDP, unless the student demonstrates that the special personal circumstances did in fact prevent the timely notification.
8. If the issue of a binding RDP is waived by or on behalf of the Board of Directors on account of the notification of special personal circumstances then the student is given a provisional positive recommendation. Conditions may be imposed on this recommendation.
9. Students who did not comply with the requirement as intended in the first paragraph and who obtain postponement as intended in the eight paragraph are not entitled to participate in courses from the post-propaedeutic phase (including practical placement).

Article 5.4 Personal tutoring

1. During the propaedeutic phase the student shall need to inform him/herself of his/her study results and his/her study progress via Osiris.
2. The student shall, if his/her study results justify this, be invited to discuss the results and the consequences thereof with his/her personal tutor.

3. In the first year of the study programme the student has at least four meetings with his personal tutor. These four meetings consist of one group meeting and three individual meetings. If the study results of the student, at the discretion of the personal tutor, give cause to this then extra meetings can take place between the student and the personal tutor.

Article 5.5 Progression from propaedeutic phase to post-propaedeutic phase

1. The following students can progress from the propaedeutic phase to the post-propaedeutic Phase. Admissible are:
 - a. students who completed the propaedeutic exam successfully;
 - b. students who comply with the norm as determined in article 5.3, first paragraph.
2. A student cannot derive any rights from participation in the study programme in both the propaedeutic phase and the post-propaedeutic phase regarding the manner of timetabling.

Article 5.6 Record of student progress

1. The Hotelschool ensures that the student's academic achievements are carefully and accurately recorded.
2. The students have access to their academic achievements at all times through an internet link with the Osiris student records system.
3. If a student is enrolled at more than one institute of higher education, the institute at which the student has paid the full amount of tuition fees will determine his progress through the programme. This is achieved by adding together the number of ECs obtained at both institutes after the student has produced written proof of the ECs obtained at the other institute.
4. It is the student's responsibility to monitor the accuracy of his results in the school's student records system (Osiris). In the case of incorrect or incomplete records in the system, the student is to report to the lecturer concerned and/or the Service Desk.
5. Grades are considered to be definite 5 working days after review has occurred, unless the student submits an appeal to the Exam Committee. The Exam Committee's appeal procedure is described in Chapter 9.

Article 5.7 Dis-enrolment and interruption of enrolment

1. Each student has the right to terminate his studies in the course of the academic year and disenrol.
2. Re-enrolment in the same academic year is not possible. This is possible only in the new academic year, provided the student has not received a RDP.
3. If the student has received a RDP, he will not be allowed to enrol for the programme at Hotelschool The Hague, unless the RDP is withdrawn by the Exam Committee.

4. If the Board of Directors decides not to impose a RDP due to special circumstances, a student may re-enrol in the current academic year.

Chapter 6 Assessments

Article 6.1 Assessments

1. Each course is concluded by means of an assessment. An assessment can consist of one or several components.
2. If all assessment components of the course are passed, the ECs are awarded for the course in the study progress monitoring system Osiris.
3. All forms of assessment include an investigation of the knowledge, the understanding and the skills of the student, as well as the results of that investigation.
4. An assessment can be an oral or written assessment or in some other form. The assessment form for each assessment component is indicated per course in the course guide of the specific courses.
5. In special cases the Exam Committee is authorized, on the basis of a written and motivated request, to determine in what way/how an assessment will be taken other than stated in the course guide. The Exam Committee has a period of four weeks after receipt of the request in which to make its decision. It is the responsibility of the applicant to submit the request in time.
6. In subsequent academic years the name and form of an assessment of a course may be amended, provided that it assesses the same content and is specified in the course guide. If the content of the course is changed, the student is given two opportunities in the academic year following the amendment to take the assessment in the manner prescribed prior to the change.

Article 6.2 Organization of assessments (WHW article 7.13, paragraph 2)

At the beginning of each course, the examiners/lecturers must inform the students with regard to the assessments that belong to that particular course, about the following:

- a. the content (subject matter) of the assessment;
- b. the requirements the student must fulfil in order to pass;
- c. the number of ECs for the course for which the assessment is the conclusion;
- d. the form of the assessment;
- e. any materials that students are permitted to use during the assessment;
- f. whether participation in the course is mandatory or not;
- g. deadlines for submitting reports and assignments.

Article 6.3 Assessment chances, opportunities and attendance

1. Every year, students are offered two chances to take the same assessment. There are four periods each year when assessments can be taken (in block A, B, C and D). The only exception is described below.
2. For Phase 1 students the following applies:
 - all classes are mandatory;

- students are offered one chance to take an assessment;
- students are given one extra assessment chance for theory courses, as specified in table 2. If the student attends 80% or more of the lessons, he/she receives an extra assessment chance for all course components of a course. The exact number of classes that must be followed and the rules concerning attendance are included in the relevant course guides or addendum. For the practical training courses and courses with a portfolio other rules apply. These rules can be found in the relevant course guides or addendum.

Table 2. Mandatory classes

Course	Mandatory	
Checking In @ Hospitality Industry (CHI)	Yes	Theory
Business English 1	Yes	Theory
Improving My Performance (IMP)	Yes	Portfolio
Professional Attitude Skotel	Yes	Portfolio
Second Language	Yes	Theory
Dealing with International Guests (DWG)	Yes	Theory
Running an International Business (RIB)	Yes	Theory
Exploring & Structuring (E&S)	Yes	Theory
Creating Business Value (CBV)	Yes	Theory
Practical Education 1 (PE1)	Yes	Practical
Practical Education 2 (PE2)	Yes	Practical

The September intake has an extra assessment opportunity in the Round-Off week. The February intake has an extra assessment opportunity in the February Start-Up week. The number of courses to re-sit in the February Start-Up week or the Round-Off week will be limited to two courses. See Table 3. for a total overview of the assessment opportunities.

Table 3. Assessment opportunities

Students Phase 1	
Intake September	Block A, B, C, D and Round-Off week
Intake February	Block C, D, A, B and February Start-Up week
Students Phase 2 and 3	
Intake September & February	Block A, B, C and D

3. By registering for an assessment, but not taking part at the assessment, the student will lose a chance. This will be registered in Osiris as NOSHOW.
There is a difference in Phase 1, 2 and 3 for the assessment opportunities per year, as explained in Table 3.
4. a. A student is allowed to re-sit an assessment only if he failed to pass the assessment the first time.
b. In derogation from the foregoing under a. there is one exception:
 - In courses where the assessment is completely made up of an individual grade, a student is allowed to re-sit the assessment once if the student wants to improve his/her grade after passing the course for the first time. To do so the student has to apply with the Exam Committee for special permission at least five weeks before the assessment. The student must use a voucher for the re-sit.
 - The grade obtained in the last assessment will replace the original grade. That means that the student takes the risk that when the first grade is a pass, the

second grade might be a fail. The second (= last) grade (the fail) will then replace the pass.

- This exception is not applicable for Phase 1-courses and LYCar.
 - The re-sit chance as described under b. is only applicable in the same academic year.
5. The assessments are held in the block in which the course is offered. In appendix 7 is described per course the moment of assessment, the form of assessment, the weight of the assessment and team ECs versus individual ECs.
 6. The dates on which the assessments are held and reports and assignments have to be handed in to the examiner, are announced in writing at the beginning of the block in question.
 7. Each student receives two vouchers. These vouchers are valid during the whole of the study programme. No new vouchers are provided after this issue.
 - a. a voucher is valid for all parts of the assessments of a course;
 - b. a student is entitled to follow a course once only. Should he/she wish to follow the course for a second time he/she must use a voucher. The approval of his/her request depends on whether there is a place available on the course he/she wants to follow;
 - c. a student may also use a voucher to participate in an assessment for a third or fourth time in one academic year, if sufficient assessment opportunities are available.
 8. A student qualifies for one extra assessment chance if he/she has only one outstanding assessment other than LYCar. To do so the student has to apply with the Exam Committee for special permission at least five weeks before the assessment. This extra assessment chance will be offered only once.

Article 6.4 Registering for assessments

1. Participation in an assessment is possible only after timely registration in Osiris. If a student wishes to register or deregister after the registration deadline, he/she needs to contact the Exam Committee to do so.
2. The student him/herself is responsible for registration of assessments and/or any re-sits.
3. Students must register for all assessment parts registered in the "Assessment Schedule".
4. Students are informed by email when the registration system for the assessment registration is open.
5. If the student takes part in an assessment, for which he/she has not registered, the assessment will be declared invalid by the Exam Committee.
6. If a student is not or no longer enrolled as a student at Hotelschool The Hague and still takes part in an assessment, his/her assessment will be declared invalid and the "no result" will be registered.
7. If a student is prevented from taking part in an assessment due to illness, it is possible to request the Exam Committee to restore his/her assessment opportunity.

Article 6.5 Proof of identity

During assessments it is obligatory to provide proof of identity via the student 'Smartcard' or other identity card. If the student is unable to show a smartcard or other form of identification, the assessment is declared invalid by the Exam Committee.

Article 6.6 Procedure during assessments

1. A written assessment occurs under the supervision of at least two invigilators.
2. The student must comply with all instructions given by the examiner or invigilator. The permitted assessment aids are stated on the front page of the assessment in question. Invigilation rules for assessments are published on the site of the Exam Committee.
3. The assessment proceedings of a written assessment are recorded in a report. In this report the time of commencement and termination are noted, as are the student names and signatures participating in the assessment, and any irregularities are recorded.
4. The student is not allowed to take the assessment questions with him/her after the assessment.
5. Answers to assessment questions may not be issued before the end of the assessment concerned.
6. In appendix 4 the terms for video conferencing or Skype for the LYCar defence are listed.

Article 6.7 Provisions

The Exam Committee is authorized in special cases (for example for students with an impairment), to stipulate a different form of assessment or additional aids than those determined by the examiner, see article 3.12.

Article 6.8 Examining of assessments

1. All assessments are examined by examiners in accordance with examination criteria and examination standards that are set and published beforehand.
2. In the event that the Exam Committee has stipulated that experts external to the school (e.g. placement tutors) are involved in the examination of assessments, the manner in which they are involved is described in the course guide concerned.
3. One or several of the following examination criteria are applicable:
 - a. Writing a report or completing an assignment (quantitative);
 - b. The degree in which the criteria specified for a report or assignment are fulfilled (qualitative), for example, the degree in which the questions are asked are answered correctly, the degree of participation in the execution of a group assignment.
4. The examination of each assessment is expressed in one of the following scales. There is the following interconnection between marks and descriptions:

Excellent	90 – 100
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Very good	80 – 89
Good	70 – 79
Sufficient	55 – 69
Fail	< 55

PASS

FAIL

INVALID

NOSHOW

EXEMPTION

NOATTEND Less than 80% attendance (Phase 1) / no second opportunity is allowed

5. The assessment is passed if it achieves a mark of at least 55 or a PASS.
6. If the student takes an assessment more than once, the first pass grade achieved counts. There is one exception to this as stated in article 6.3 paragraph 4, section b.
7. The grades are always rounded numbers on a scale from 1 to 100.
8. The grades on the grade list that is distributed together with the certificate of the Propaedeutic Phase Exam and the Post-Propaedeutic Exam are rounded off to whole numbers.
9. The Propaedeutic Exam can be awarded with the title "Cum Laude" (Excellent), if the student has achieved the following conditions.
 - A Grade Point Average (GPA) of 80 or higher. For students from intake September 2017 or later a GPA is based on the results of the first attempts of all applicable assessments.
 - The GPA is calculated as follows: the weighted average grade based on the ECs per course and only for those courses for which a numerical grade is given. Exemptions are not included in the calculation.
 - The Propaedeutic diploma is obtained within one year.
10. The exam for the post-propaedeutic course programme can be awarded the title "Cum Laude" (Excellent), if the student has achieved the following conditions:
 - A GPA of 80 or higher for all courses in Phase 2 and 3. For students from intake September 2016 or later a GPA is based on results of the first attempts of all applicable assessments.
 - The GPA is calculated as follows: the weighted average grade based on the ECs per course and only for those courses for which a numerical grade is given. Exemptions are not included in the calculation.
 - A minimum grade of 80 for the course Launching Your Career (LYCar; 48 ECs).

Article 6.9 Announcement and registration of assessments and ECs

1. Assessment results are announced by the examiner and registered in Osiris. This must be done within 10 working days after the day on which the assessment was taken.
2. No rights can be derived from temporary grades.
3. No later than five working days after the inspection period for the assessments (review) the results are definite and are registered.

Article 6.10 Right to inspection and archive

1. In week 2 of each block, a review is organized. Students have the right to inspect their examined work for the assessment.
2. For written reports and oral assessments a student has the right to inspect the completed examination forms for his/her examined work or completed oral assessment.
3. For written assessments a student has the right to inspect his/her graded assessment paper and to be provided with a detailed answer key and indication of how points were allocated for each question.
4. All of the examined written assessments and accompanying written appraisals are stored for a period of at least 12 months after the assessment in question was held.
5. All of the examined written graduation work for Launching Your Career, including the written assessments are kept for at least 7 years after the defence took place.
6. All the forms of assessment that are not named in paragraphs 2 and 3 (reports, assignments, recorded oral assessments) including accompanying appraisal are stored for a period of at least 12 months.
7. Copies of certificates and accompanying grade lists are stored for a period of 50 years in accordance with the law on archiving.
8. If necessary, the time periods named in paragraphs 2 to 5 may be extended in connection with an appeal procedure.

Article 6.11 Irregularities and fraud (WHW article 7.12b, paragraph 2)

1. If there is a suspicion that a student is guilty of an irregularity or fraud, the examiner or invigilator notes this in the report and sends it as soon as possible to the Exam Committee.
2. An irregularity means that the student does not adhere to the rules stipulated for the smooth running of an assessment.
3. Fraud includes:
 - a. borrowing from or copying from the work of other students who have taken or are taking part in the assessment and subsequently presenting this work as their own authentic work;
 - b. plagiarism: borrowing from or copying of text without acknowledgement of sources from articles or other written work, either by "copying and pasting" from digital documents, or by retyping the passages verbatim;
 - c. consulting sources that are not allowed during the assessment;
 - d. intentional incorrect representation of research results in a research report;
 - e. consciously giving others the opportunity to commit fraud;
 - f. an attempt to commit fraud.
4. A report of irregularity or fraud is discussed at the first meeting of the Exam Committee after the official report is received. At this meeting the method of investigation of the reported act is decided. Before the Exam Committee makes its decision on the report, the student and any other parties involved are given the opportunity to be heard.
5. After receipt of the official report about a detected irregularity or fraud, the student is informed by the Exam Committee that the assessment will not be appraised until the Exam Committee has decided what consequences it will attach to their findings.
6. In the event of an irregularity or fraud the Exam Committee may decide that:

- a. the work will not be awarded a grade, or a given grade may be declared invalid;
- b. if the irregularity or fraud is discovered after the Exam is finished, the student can be refused a certificate or the student can be required to return his certificate and the Exam Committee can determine that the student in question will receive the certificate only after he has retaken the assessment or Exam in the components as designated by and in a manner determined by the Exam Committee;
- c. the student's right to take one or more of the assessments of the programme as designated by the Exam Committee is withdrawn for the duration of 12 months;
- d. in the case of serious irregularities or repeated acts of fraud the Board of Directors can recommend to permanently terminate enrolment in the educational programme.

A combination of measures is also possible.

7. If the Exam Committee decides that there was no irregularity and no fraud was committed, the assessment will be examined or, if that is not possible, the Exam Committee will make a special provision.
8. The Exam Committee meets and makes its decision within four weeks after receipt of the assessment report describing an irregularity or fraud.
9. Fraud can be said to have occurred if before, during or after the definite assessment results are determined it is discovered that the work to be examined is as a whole or in part the work of others (with the exception of correct acknowledgements), is borrowed or taken through prohibited methods and/or produced under a false identity.

Article 6.12 Students' copyrights

1. The copyrights of products produced by students as part of the educational programme are the property of the students, unless agreed otherwise.
2. The Hotelschool may agree with the student that the Hotelschool is exempted from the duties arising from either the obligations arising from the copyrights or that the name of the Hotelschool is mentioned on the products.
3. Without prejudice to the provisions of the second paragraph the Hotelschool receives a digital copy of a final assessment (final report or final research study) that the institute may use for educational or publication purposes. This stipulation may be deviated from if it is agreed that the report or study is confidential.

Article 6.13 Exemption from participation in courses or course components

1. The Exam Committee may grant exemption from specific assessments.
2. In addition to that which is stated in paragraph 1, the Exam Committee may grant a student, at his/her written request, exemption from participation in one or more assessments on the grounds of a certificate, diploma or degree, or other statement that shows that the student has already fulfilled the completion requirements of the assessment in question.
3. The procedure for requesting and granting exemptions is as follows.

- a. The student has to submit a well-founded written request for exemption from an assessment to the chair of the Committee. The request must be accompanied by:
 - a copy of the certificate, diploma or degree in question;
 - a copy of the attendant list of qualifications;
 - a list of studied literature, lecture notes, readers, etc.;
 - if the content of the component for which exemption is requested was not subject to an assessment, the student must submit evidence showing that he/she followed the component in question successfully.
- b. The Exam Committee decides as soon as possible and within 20 working days after the request was submitted – whether or not to grant the request, possibly in consultation with the examiners involved, and informs the student of its decision. A copy of the decision will be filed in the student's file.
- c. If an exemption is granted, it is registered as an assessment pass in the student records system as EXEMPT on the date the exemption is granted.
4. If the Exam Committee grants an exemption, the student concerned receives confirmation in writing.
5. The student may lodge an appeal against the decision of the Exam Committee with the Appeal Committee within 6 weeks after the date of the decision.

Article 6.14 Exemptions in connection with board activities

1. Hotelschool The Hague does not grant exemptions on the basis of board activities.
2. A student may incorporate board activities in one or more Wild Card Courses. The quality of their activities is assessed within these courses.
3. A student who falls behind in his studies due to his board activities, may appeal to the Regulation for financial support as described in the Hotelschool The Hague Student Charter.

Article 6.15 Emergency regulation

An emergency is a situation in which all persons present are required to immediately vacate the building during an assessment due to an alarm. In an emergency situation the assessment is declared invalid and work that has already been handed in is not examined. A new assessment is offered as soon as possible and students are informed about the location, date and time of the new assessment.

Chapter 7 Grades

Article 7.1 Propaedeutic Exam (WHW article 7.8 and 7.10)

A student has passed the Propaedeutic Exam, if the Exam Committee determines that he/she has met the completion requirements of all courses of the Propaedeutic Phase. The study load of the Propaedeutic Phase and attendant Propaedeutic Exam is 60 ECs.

Article 7.2 Post-propaedeutic Exam (WHW article 7.10)

1. A student has passed the Post-propaedeutic Exam, if the Exam Committee determines that he/she has met the completion requirements of all courses of the Post-propaedeutic Phase of the programme. The study load of the Post-propaedeutic Phase and attendant Post-propaedeutic Exam is 180 ECs.
2. The Post-propaedeutic Exam is the second exam of the programme. If a student has passed both the Propaedeutic Exam and the Post-propaedeutic Exam, he/she has successfully completed the programme and has earned a total of 240 ECs.
3. The Post-propaedeutic Exam of the programme cannot be passed before the Propaedeutic Exam has been passed, or an exemption granted for that exam.

Article 7.3 Notification of exam results

The Exam Committee formalizes the results of the exams after the Exam Committee has investigated whether the student has fulfilled all of the pertinent requirements for the exam in question. On the examination date set by the Exam Committee, the student must be enrolled as a student of Hotelschool The Hague.

Article 7.4 Conferral of degrees

The Board of Directors confers the bachelor's degree with the addition Business Administration in Hotel Management on students who have passed the Propaedeutic and the Post-propaedeutic Exam of the bachelor programme.

Article 7.5 Certificates (WHW article 7.11)

1. As proof that a student has successfully passed the Propaedeutic and Post-propaedeutic Exam, the Exam Committee presents the student with a certificate, after the school management has stated that the pertinent procedural requirements have been fulfilled.
2. The certificate for the Exam that has been passed states a minimum of the following:

- a. the name of the institute and of the study programme as registered in the Central Register of Higher Education Study Programmes (CROHO);
 - b. what components were included in the Exam;
 - c. what degree was conferred;
 - d. the date of the institute's last accreditation;
 - e. the date when the degree was obtained, the date of the last achieved result.
3. The Exam Committee adds a supplement to the certificate. This supplement is written in English and fulfils the agreed standard European format. The supplement includes a minimum of the following information:
- a. the name of the study programme and the name of the institute;
 - b. a statement that the study programme is a higher professional education course (HBO);
 - c. a description of the content of the study programme;
 - d. the programme's study load.

Chapter 8 Exam Committee

Article 8.1 Appointment of Exam Committee and examiners

1. The Board of Directors appoints an Exam Committee, in conformity with article 7.12 of the WHW.
2. The Exam Committee is the body that in an objective, professional and independent manner, determines whether a student fulfils the requirements stipulated in this regulation regarding the knowledge, understanding and skills necessary for the award of the degree referred to in article 7.4 of the EER.
3. The Board of Directors determines how many members sit on the Exam Committee.
4. The Board of Directors appoints a member of the Exam Committee for a period of 4 years; a member is eligible for reappointment once only.
5. At least one member is linked to the school as a lecturer. An external member may also sit on the Exam Committee or an external expert may be consulted. By external member or external expert is meant a person who is not linked to Hotelschool The Hague. Members of the Management Team of Hotelschool The Hague are not allowed to be a (advisory) member of the Exam Committee.
6. When the Exam Committee is set up, a chairperson, secretary and their deputies are appointed.
7. The chairperson has the authority to summon a meeting of the Exam Committee.
8. The meetings are led by the chair of the Exam Committee. If he/she is absent and not attending the meeting, the vice will chair the meeting. If he/she is absent, the meeting names a chairperson itself.
9. The duties of the Secretary of the Exam Committee include the following: prepares for the meetings, determines the urgency of the submitted requests, writing of the reports and putting the reports for inspection, safeguarding the decisions taken in the meetings and is responsible for archiving the requests and topics that are dealt with.
10. The Exam Committee meets in plenary session according to a previously set schedule to deal with current matters. An extra meeting can be scheduled for urgent matters.
11. The Exam Committee decides by majority vote. The Exam Committee strives to reach decisions on the basis of consensus. If the vote is tied, the opinion of the chairperson is decisive.
12. The Exam Committee can make a decision only if at least two-thirds of the members attend the meeting. The Exam Committee makes decisions by normal majority vote.
13. After a meeting of the Exam Committee the student concerned must be informed immediately by a member of the Exam Committee. The written decision is sent to the student concerned within 10 working days.
14. The student may appeal to the Appeal Committee against the decisions of the Exam Committee or an examiner within six weeks after the decision of the Exam Committee. In its decision the Exam Committee informs the student of this possibility.
15. In extremely pressing or urgent cases the chair of the Exam Committee or in his absence his deputy is authorised to make a decision. In these cases the chairperson must report this directly to the full Exam Committee. In the next meeting of the Exam Committee the chairperson or his deputy submit responsibility to the Exam Committee.

16. If a student submits a request or a complaint to the Exam Committee involving an examiner who is a member of the Exam Committee, then the examiner in question will take no part in the handling of the request or the complaint.
17. The Board of Directors ensures that independent and professional functioning of the Exam Committee is sufficiently guaranteed.
18. A member of the Exam Committee may terminate his/her membership at any time via a letter of termination to the Board of Directors.

Article 8.2 Duties and authorities of the Exam Committee

1. The statutory duties and authorities of the Exam Committee are:
 - a. awarding degree certificates to students who have passed the exam;
 - b. establishing, in an objective and competent manner, whether a student fulfils the conditions as outlined in the Education and Examination Regulation, with regard to the knowledge, understanding and skills required to earn a degree;
 - c. monitoring and safeguarding the quality of assessments. The Exam Committee has set up the Assessment Committee for the implementation;
 - d. establishing rules and guidelines within the framework of the Education and Examination Regulation to assess and determine the results of assessments;
 - e. granting exemption from one or more assessments and/or a shortened study programme;
 - f. the right to deprive a student who has committed fraud of the right to take part in one or more assessments for a period stipulated by the Exam Committee with a maximum duration of 12 months. In the case of serious fraud and at the suggestion of the Exam Committee, the Board of Directors may decide to expel the student concerned from the institute;
 - g. appointing examiners for the purpose of the administration of assessments and the results thereof, as referred to in article 7.12x of the WHW. Only members of staff who are encumbered with the autonomous provision of education in the relevant course and experts from outside the Hotelschool may be appointed as examiner. Examiners provide the Exam Committee with the requested information;
 - h. determining assessment policy;
 - i. determining rules with regard to the duties and authorities, as referred to in paragraph a. to h. inclusive of this article, and with regard to the measures it can take in that respect;
 - j. acting as a party on behalf of the school if a student lodges an appeal with the Appeal Committee.
2. The Exam Committee accounts for its activities in an annual report at the end of the calendar year. This report is sent to the Board of Directors.

Chapter 9 Legal protection

Article 9.1 Request to Exam Committee for reconsideration

1. A student who disagrees with a decision made by the Exam Committee or by an examiner may submit a request for reconsideration of this decision to the Exam Committee. The student still retains the right to lodge an appeal directly via Hotelschool The Hague Legal Protection (see article 9.2).
2. Within three weeks after notification of the decision the student must submit a substantiated request for reconsideration accompanied by the necessary evidence to the Exam Committee.
3. Before the Exam Committee makes a decision about the request for reconsideration, it gives the student the opportunity of being heard, unless the request for reconsideration is submitted either too late or is evidently unfounded or founded.
4. Within four weeks after submission of the request for reconsideration the Exam Committee will make a decision. If the student has an urgent interest he/she can request that a decision be made within a shorter term, providing the student provides reasons for the urgency.
5. It is not possible to submit a request for reconsideration of a RDP. In that case the student must lodge an appeal directly via Hotelschool The Hague Legal Protection.

Article 9.2 Legal Protection possibilities

1. In addition to the request for reconsideration, as referred to in article 9.1, the student has the right, within six weeks after notification of a decision by the Exam Committee or the examiner, to lodge an appeal via Hotelschool The Hague Legal Protection.
2. An appeal must be sent to: legalprotection@hotelschool.nl
3. The Hotelschool The Hague Appeal Committee for exams deals with the submitted appeals, as referred to in the first paragraph.
4. An appeal or objection can be submitted by the parent(s) / legal representative(s) of the student, if the appeal or objection is accompanied by a written power of attorney signed by the student.
5. In chapter 9 of the Hotelschool The Hague Student Charter the procedure for the Hotelschool The Hague Appeal Committee for exams is regulated in more detail. Additionally, in chapter 9 of the Student Charter the other Legal protection procedures are regulated. The Student Charter is published on <http://Myhotelschool.nl>

Chapter 10 Education Committee

Article 10.1 Appointment and composition of Education Committee

1. The Board of Directors has appointed an Education Committee for the educational programme, as determined in article 10.3c of the WHW.
 - a. The number of members of the Education Committee is between 8 and 10.
 - b. Half of the members of the Education Committee referred to in paragraph 2 are chosen from among the students. The other members are lecturers, instructors and the educational advisor associated with the programme. The management and Board of Directors of Hotelschool The Hague may not become a member of the Education Committee.
 - c. Should the number of candidates be equal to the number of vacant positions on the Education Committee, elections are held. Should there be fewer election candidates than vacant positions in the Education Committee, those candidates will be considered chosen providing they meet the requirements.
 - d. A lecturer member of the Education Committee is appointed for a period of 2 years and can be re-appointed three times. The term of a student member is minimum 1 year and he/she can be re-appointed for a period of 2 years if the student is enrolled in the educational programme and follows courses.
 - e. Any member who is selected to fill an interim vacancy will continue for the remainder of the term of the member in whose place he/she has been appointed or elected.
 - f. Membership of the Education Committee ends when the term referred to in section d. of this article comes to an end, or when the member is no longer part of the department/section upon which his/her membership was based.
 - g. A member of the Education Committee may terminate his/her membership at any time by notifying the Board of Directors in writing.
 - h. The chair of the Education Committee is responsible for the recruitment and selection of the employee and student members of the Education Committee.

Article 10.2 Duties and authorities of the Education Committee

1. The duties and authorities of the Education Committee, as referred to in article 10.3c of the WHW are:
 - a. issuing recommendations on the Education and Examination Regulation to the Board of Directors before it is approved by the Board of Directors; the aforesaid recommendations are submitted to the Representative Advisory Council for their information as soon as possible;
 - b. annual evaluation of the way in which the Education and Examination Regulation is implemented;
 - c. issuing recommendations, either on request or on its own initiative, to the Board of Directors and Management Team on all other matters pertaining to education in the study programme; the aforesaid recommendations are submitted to the Representative Advisory Council for their information as soon as possible.

Chapter 11 Closing provisions

Article 11.1 Other matters

In situations not provided for by these regulations the Exam Committee decides, unless it concerns matters that come under the authority of the Board of Directors.

Article 11.2 Changes to the Programme

If fundamental changes are made to the educational programme the following transitional regulation applies. After the part of the 'old' programme and accompanying assessment has been offered for the last time, the assessment in question is offered twice as a re-sit assessment. After that, it is decided which assessment from the 'new' programme a student must sit as replacement for the 'old' assessment part.

Article 11.3 Official title and entry into force

The official title of this regulation is: "Education and Examination Regulation 2017 for the HBO Bachelor Programme Business of Administration in Hotel Management" and enters into force 1 September 2017 (Academic year 2017/2018).

Appendices

Appendix 1 Rules pertaining to correct proceedings during assessments

1. An assessment must start and finish at the time and place specified, either the examiners (in the case of an oral assessment or other assessments, such as a presentation), or the invigilator(s) (in the case of a written assessment) ensure that this occurs.
2. An oral assessment, which focusses on knowledge, is administered by at least two examiners. This is also the case for a final report/research project.
3. The student must be present 10 minutes before the start of an assessment. This means that in the case of a written assessment the student is seated in the appointed assessment room prior to the assessment.
4. The student is allowed to enter the assessment room only if he can produce a valid smartcard or ID card. This card is displayed on the table during the assessment.
5. If the invigilator or examiner allows the student to enter the assessment room and it is later discovered that the student has not fulfilled the requirements stipulated in point 4., the assessment will in principle not be examined. Only the Exam Committee can decide otherwise at a later stage.
6. The student is allowed to enter the assessment room within 30 minutes after the assessment has begun and to take part in the assessment.
7. The student is not allowed to leave the assessment room during the first 30 minutes of the assessment.
8. The student signs the attendance list which is brought to him/her by the invigilator during the assessment.
9. A student who has been allocated extra facilities, must report this fact prior to the assessment to the invigilator or the examiner (in connection with assessment questions on A3 paper, extra assessment time, etc.).
10. In a written assessment the student may leave the assessment room after he/she has finished the assessment, and after he/she has handed in his/her assessment paper together with any scrap paper and the assessment questions (if so stated on the assessment front page) to the examiner or invigilator. However, it is not allowed to leave the assessment room during the first 30 minutes of the assessment.
11. After he/she has left the assessment room the student is not allowed to stay longer than strictly necessary in the vicinity of the assessment room in question or other rooms that are used for assessments.
12. In a written assessment the student is allowed to use only the official paper supplied by the invigilator or examiner. This applies also to scrap paper used by the student.
13. In the case of multiple choice assessments for which a computer card is used, the student must bring his own pencil and eraser. It is not allowed to use a pen to fill in a computer card.
14. In a written assessment, on the front page of the assessment, the permitted assessment aids are stated. The student is allowed to use permitted assessment aids that he/she has brought with him/her him-/herself (for example dictionaries).
15. The invigilator or the examiner may confiscate assessment aids that are not permitted, as far as this is required as evidence of a detected irregularity.
16. In a written assessment the invigilator or the examiner does not respond to questions and/or comments about the assessment. If anything is unclear, this is noted down by the invigilator or the examiner. After the assessment has finished, these notes are passed on to the Exam Committee for further processing. The

Exam Committee ensures that the matter is dealt with quickly and adequately and that the findings are communicated to the students, if necessary.

17. In a written assessment students are not allowed to speak after the distribution of the assessment papers has started unless given express permission to do so by the examiner or invigilator.
18. It is not allowed to bring food or drink into the room where the assessment is held. Coats and bags may not be left in the proximity of the student, as judged by the invigilator or examiner. Mobile telephones must be turned off.
19. The student may make use of the toilet facilities only under supervision and surveillance of an invigilator. The invigilator checks the toilet for crib sheets. During a toilet visit the student must leave all possessions in the assessment room, including his mobile telephone.

Appendix 2 Course overview and ECs

1. In the Propaedeutic (Phase 1) 60 ECs are allocated to the courses as follows.

Checking In @ the Hospitality Industry	9 ECs
Creating Business Value	6 ECs
Exploring and Structuring International Hospitality Business	9 ECs
Dealing with International Guests	6 ECs
Running an International Hospitality Business	6 ECs
Professional Attitude Skotel	1 ECs
Practical Education 1*	7 ECs
Practical Education 2*	8 ECs
Communication in Business English	4 ECs
Second Language Level 1/2	3 ECs
Improving My Performance	1 ECs

*Practical Education sick leave and absence policy

A) Illness

- If the student is absent due to illness, he/she will have to contact his/her instructor/MO by telephone at least one hour before the shift starts.
- Furthermore, the student has to send an email to his/her instructor/MO to confirm the phone call.
- Every absent shift needs to be caught up within the same block or ultimately the following consecutive two weeks. Students of the February Intake having PE in block B and students of the September Intake having PE in block D must catch up missed shifts latest two weeks after the end of block B or D.
- Catch up shifts will be scheduled by the instructor and communicated to the students by email.
- If shifts are not caught up on time, no ECs will be given for either PE 1 or PE 2, depending on the course the student is following at the time he/she was absent.

B) Other absences

- Students who arrive too late for their shift, will have to catch up for the missed time and will have to work an extra shift. Extra shifts will be scheduled by the instructor and communicated to the students by email. The additional shift will be scheduled within the same block or ultimately the following consecutive two weeks. Students of the February Intake having PE in block B and students of the September Intake having PE in block D must catch up these shifts latest two weeks after the end of block B or D.
- If shifts are not caught up on time, no ECs will be given for either PE 1 or PE 2, depending on the course the student is following at the time he/she was absent.

2. In Phase 2, part of the Post-propaedeutic Phase, the 90 ECs are allocated to the courses as follows.

Practical Placement	30 ECs
Annual Planning Cycle	6 ECs
Quality Management	6 ECs
Aligning Business and Information	6 ECs
Managing an Outlet	15 ECs
Revenue Management	6 ECs
Making Financial Decisions	6 ECs
Designing and Managing the Operation	6 ECs
Business English 2	3 ECs
Business other Language level 2 and 3	3 ECs
Business other Language level 3 and 4	3 ECs

3. In Phase 3, part of the Post-propaedeutic phase, the 90 ECs are allocated to the courses as follows.

Strategy Development	9 ECs
Business Model Innovation	9 ECs
Managing Change	9 ECs
Electives	3 ECs
a) Communicating Challenging Messages	
b) Consumer Research	
c) Creative Discovery & Innovation	
d) Culturally Diverse Staff	
e) Debating for Managers	
f) Gastronomy	
g) Global Citizenship	
h) Hospitality Real Estate & Investments	
i) Hotel Business Acumen	
j) Managing Sales & Distribution Channels	
k) Responsible Business	
l) Strategic Relationship Management	
m) Training Staff	
n) Trend analysis: Future of Hospitality	
o) Turn Around Management	
p) Wild Card Course	
q) Wine Studies	
Business English Communication	3 ECs
Launching Your Career	48 ECs

Appendix 3 English Education – Code of Conduct

Article 1 General

1. This Code of Conduct applies to the provision of educational programmes in another language, in this case English, with the Dutch educational system, including the use of instructional aids and methods.
2. The Board of Directors, after consultation with the parties involved at the Hotelschool, decided that from the 2008-2009 academic year the official language of the educational programme would be English, taking into consideration that
 - a) The necessity and desirability of the use of the English language as language of instruction lies in the specific nature, the organization and the quality of the educational programme and origin of Hotelschool The Hague's students;
 - b) The use of the English language as language of instruction does not lead to an unreasonable increase of the study load of the theory part of the programme;
 - c) The quality of the educational programme is not negatively affected by the use of the English language as language of instruction;
 - d) Students are informed about the fact that the programme or parts thereof are offered in a language other than Dutch (English). This obligation to inform does not apply if it concerns course components which are occasionally given in a foreign language.
3. Lecturers who teach in a language other than Dutch, have a good command of the language of instruction. Hotelschool The Hague guarantees that lecturers are skilled at teaching in the other language.
4. A good command of the language of instruction is important for effective participation in course components taught in another language. In the admission requirements for the programme the necessary entry level is clearly stated, in compliance with the Hotelschool's guidelines regarding language level as admission requirement. In those cases where no additional requirements may be imposed, the entry level is included as a recommendation.
5. Non-compliance with this decision may lead to the imposition of sanctions.

Article 2 Additional stipulations

1. If the educational programme is offered exclusively in English then the use of English by teaching staff and students is mandatory in the following situations and publications.
 - a) In official documents relating to the educational programme (such as EER and Course Guides);
 - b) In de provided teaching materials (such as – lecture – notes and readers);
 - c) During the following educational activities:
 - Lectures
 - Tutorials / Workshops
 - Instruction
 - Practical lessons
 - Examinations / Assessments
 - Project consultations
 - Study career interview
 - Presentations
 - Reports
 - Placement

- d) In principle, English is spoken at all gatherings and all types of meetings.
- 2. The use of the English language by students is not mandatory in the following situations.
 - a) Contact with the Student Counsellor
 - b) Contact with employees from outside the educational programme
 - c) Contact with the Board of Directors

Appendix 4 Video Conferencing

Protocol LYCAR defence via video conferencing (SKYPE for Business) - Rules and Regulations

Oral examinations that make use of videoconferencing (SKYPE for Business) are allowed for LYCAR defences.

Limitations

The student may take an exam with the aid of SKYPE for Business. The student bears the risk of any technical defects in the equipment and quality of the connection, and the student is solely responsible in this regard. Should the assessment be discontinued due to a failed connection, the assessment must be rescheduled with the same two examiners. The student may not submit any kind of claim on the basis of this. In case the LYCAR defence via Skype for Business cannot be finalised due to connectivity fails during the defence and/or not all criteria stated below are met, the exam will be registered as a fail (i.e. first exam chance) and the student will have to re-sit the defence (i.e. second exam chance).

The student registers for an assessment via video conferencing (SKYPE for Business) before he hands in his LYCAR documents. Students can request a videoconferencing exam, this type of exam is a favour, not a right. Each student must submit an individual request for a videoconferencing (SKYPE for Business) assessment.

Note that a LYCAR defence cannot take place via SKYPE for Business from countries that do not support/allow Skype for Business via wired connections (such as Morocco). Other video conferencing applications (such as e.g. Apple's Facetime) are not supported.

The request must be sent to the LYCAR Office.

Criteria for eligibility for video conferencing

- The execution of LYCAR must take place outside Europe;

(During the time that the student wishes to take part in the LYCAR Skype for Business defence he/she still works for the placement company. The student provides a written statement (e-mail) from his/her placement company manager that it is absolutely necessary that the student takes part in the assessment at the foreign location, with the reasons why this is necessary)

(and)

- When the request is submitted the LYCAR defence is the only assessment remaining;
- (and)
- The company tutor and/or supervisor and/or manager of the LYCAR company must be present as independent invigilator during the final assessment;
- (and)
- The LYCAR defence must occur via a professional videoconferencing set-up and all technical requirements i.e. a stable connection on a laptop via Skype for business can be guaranteed.

(and)

- The LYCAR defence can be organised in a professional/business setting with regards to the location/room, a private/enclosed space is required (for example a meeting room or separate office room);

(and)

- The scheduled time-frame for the defence is during Dutch office hours and the student is blocked out of working time.

Note:

The student is liable for all costs incurred in the fulfilment of these criteria.

Procedure for assessments via video conferencing (SKYPE for Business)

Firstly, the student must submit a request to execute his LYCAR defence abroad via a video conferencing (SKYPE for Business) connection to the LYCAR Office via lycar@hotelschool.nl. The LYCAR Core Team will decide on whether or not the request will be granted.

If the request is granted:

- The student provides his career- or LYCAR coach with all the relevant information regarding the video conferencing (SKYPE for Business) assessment and details of his/her availability (during Dutch office hours). The student and his coach set a date for the defence and the coach schedules the defence with the LYCAR Office via the Appointment for LYCAR defence tool stating that it is a video conferencing SKYPE for Business defence;
- The LYCAR Office schedules the video conferencing defence in an available room at Hotelschool The Hague;
- The student provides the LER assessors with the LYCAR products, in accordance with the normal procedure and deadlines, which can be found on Myhotelschool.nl;
- Any supporting materials i.e. PPT presentation/video etc. that will be used during the LYCAR defence will be send to both assessors via e-mail, at least 48 hours in advance of the scheduled defence;
- The student ensures that the defence is organised in a professional-setting with regards to the location/room (a private/enclosed space is necessary) and the student applies an appropriate dress code in a business context;
- The student ensures that the tutor and/or supervisor and/or manager of the LYCAR company who will be present as independent invigilator during the final assessment is informed about the time, location and the agenda for the scheduled defence.

All (other) general terms and conditions for LYCAR Assessment apply.

Technical requirements for video conference

The student will comply to the technical requirements from his side. A test call, at least a week before the actual defence date, needs to be scheduled with the first examiner and/or Career Coach of Hotelschool The Hague to check the quality of the connection as well as the quality of sound and acceptable view.

The following is required:

- Skype for Business software with an account
- Computer / Laptop (no handheld devices such as smartphones)
- A stable, video enabled network connection, recommended a wired connection*
- Good quality Webcam that supports higher quality video
- Working sound
- Working microphone

* Please see <https://support.skype.com/en/faq/FA1417/how-much-bandwidth-does-skype-need> for the required bandwidth. Minimum requirement is the level of Video calling (HD), 1,2 Mbps for upload/download.

Comment:

Hotelschool The Hague's preference is always that students conduct their LYCAR defence in an actual face-to-face situation.

Appendix 5 Curriculum 2008 Hotelschool The Hague / Educational plan: Professional Duties in International Hospitality Business

9 Professional Duty Categories and 2 Professional Excellence Categories

Professional Duty Categories ((PDC)

- PDC 1** Understanding the ins and outs of creating and providing hospitality
- PDC 2** Initiating and creating new hospitality products and services, independently, innovatively and in an enterprising manner
- PDC 3** Developing strategy, based on an understanding of how to deal with changes/forces in the external hospitality business environment, including the strategic development of networks and business relationships
- PDC 4** Analysing hospitality company policy issues, translating them into internal objectives, and making concrete plans for implementation at the level of departmental or business functions
- PDC 5** Analysing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)
- PDC 6** Designing, controlling and improving organizational and hospitality business processes
- PDC 7** Dealing with the powers and influence of (external) stakeholders, i.e. owners, banks, regulators, distributors, clients, society, etc.
- PDC 8** Optimizing human resources in the light of the organizational strategy
- PDC 9** Developing, implementing and evaluating change processes

Professional Excellence Categories (PEC)

- PEC 10** Putting into practice and applying social, communication and language skills
- PEC 11** Putting into practice and applying self-direction and intrapersonal skills

Each Professional Duty/Excellence Category (PDC/PEC) will be elaborated on the following elements.

- Focus: what is the primary focal point of the PDC/PEC
- Central question: what is the central question a manager needs to ask him/herself when working within this PDC/PEC
- Main Stakeholders: what are the most important stakeholders a manager has to deal with within this PDC/PEC
- Specific Professional Duties, Processes and Projects: the more specific tasks, duties, projects and processes that specify this PDC/PEC
- Professional products: mid-term and end products that could be a result of performing the duties within this PDC/PEC

We also indicate a number of potential educational products: general templates or forms of products which you can use for a specific professional product assessment: proposal, plan, report, (set-up of a) system, website, a product or service, an event, plan of approach, research plan, evaluation plan, conversation, presentation, debate, poster, film/DVD, scenario, article, brochure, schedule, proposal, demonstration, game, menu, SOP's, recipe. For the relevant Body of Knowledge (BoK) boundaries per Professional Duty Category, please refer to the document "Integrated Professional Duties and Body of Knowledge.xls".

This BOK consists of the following categories.

- Cognitive learning goals: Knowledge and conceptual skills
- Psycho-motor learning goals: Behavioural and practical skills
- Affective learning goals: Attitude

<p>Professional Duty Category 1 Understanding the ins and outs of creating and providing hospitality</p>
<p>Focus</p> <ul style="list-style-type: none"> • Providing hospitality • Primary quest-related processes and concepts
<p>Central Question How to arrange everything around my guests</p>
<p>Main Stakeholders involved Guests</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Creating experiences in and with the primary processes of a hospitality organization; • Translating goals and objectives with regard to the desired appearance / concept / theme of the hospitality organization/chain in the environment, aiming at particular target groups to achieve a market position; • Designing a service / hospitality concept to create a guest experience in hospitality <ul style="list-style-type: none"> - taking multiple aspects into account: strategy (also structure and culture), return, satisfaction of employees • Organizing quest cycle ("pre-arrival", "arrival & stay", "departure") with the goal to fulfil the needs, demands, objectives, wants and expectations of (potential) guests • Providing services in interaction with guests, flexibly and hospitably <ul style="list-style-type: none"> - Observing and analysing needs and wants of guests, involving the guest in the analysis and possible solutions - Designing a solution (a hospitality offer, product, service, event,) and taking care of planning and implementation - Evaluating the guests' experiences and satisfaction, in order to (further) improve the solution or offer - Handling critical situations with guests, providing alternative solutions or offers • Being a contact person for important guests and relations; communicating with guests • Guiding employees in showing hospitable behaviour (fulfilling an exemplary role)
<p>Professional (mid-term & end) Products (examples) A service, an event or a programme, F&B menu and wine list, guest-process design, conversations with guest, complaint handling procedure and conversation, guest comment card, cleaning/housekeeping plan, safety and security plan, HACCP plan, BHV plan, speech, floor plan, SOP's, introduction programme for new employees, information (PR) material such as a brochure, etc. etc.</p>

<p>Professional Duty Category 2 Initiating and creating new hospitality products and services, independently, innovatively and in an enterprising manner</p>
<p>Focus Product development and innovation</p>
<p>Central Question How to develop and innovate my hospitality offer</p>
<p>Main Stakeholders involved Consumer (in different roles), competitor, supplier, owner</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Gaining insight in developments in needs, benefits, objectives, wants (et cetera) and experiences of (potential) guests • Initiating and creating – independently – innovative hospitality concepts, products and services to fulfil guests’ needs • Creating value by making use of opportunities and by understanding yourself and the environment • Using imagination, sensitivity, creativity with regard to “experience and high touch” <p>The complexity of this duty is high, because of problems being non-routine, solutions being not standard and having a high risk factor</p>
<p>Professional (mid-term & end) Products (examples) Product plan, product proposal, concept design, new hotel design (incl. architecture), pre-opening plan, floor plan, meeting with HQ to present plan, etc. etc.</p>

<p>Professional Duty Category 3 Developing strategy, based on a vision to deal with changes/forces in the external hospitality business environment, including the strategic development of hospitality networks and relations</p>
<p>Focus Environment and Strategy</p>
<p>Central Question How to develop strategy, given internal organizational characteristics and qualities and the external hospitality business environment (outside the organization and in the future)</p>
<p>Main Stakeholders involved All</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Initiate and use (market and other) research, national and international, by means of self-developed networks, information sources and carriers, in order to: <ul style="list-style-type: none"> - keep up with, analyse and recognize new developments, trends and changes with regard to Hospitality, Food and Beverage, service provisions, et cetera - anticipate and develop a vision, together with other managers and employees, on those developments, and - respond properly by deciding on relevancy of developments based on context of organization • Develop strategy for a hospitality company as a whole (corporate, network) • Understand the implication for lower level strategies (business, functional)
<p>Professional (mid-term & end) Products (examples) Research proposal, plan of approach, SWOT, research report, strategic plan or advice</p>

<p>Professional Duty Category 4 Analyzing hospitality company policy issues, translating these to internal objectives, and making concrete plans for implementation at the level of a department or business function</p>
<p>Focus Departmental policies and plans</p>
<p>Central Question How to translate strategy to departmental plans and policies</p>
<p>Main Stakeholders involved Organization: management and staff</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Understanding organizational strategy at various dimensions and levels • Analyzing policy issues in various departments within the hospitality operation • Translating organizational mission, vision and strategy to departmental goals, strategies and objectives (policies) • Preparing various alternatives to realize the above and determining the best choice, well-founded • Preparing decision making: justifying and explaining decisions
<p>Professional (mid-term & end) Products (examples) Annual organizational plan; Annual departmental plan Examples of policy plans per department:</p> <ul style="list-style-type: none"> • <i>Front Office</i>: budgeting and forecasting, reservation system, yield & revenue management, guest information system, guest relation and loyalty, guest satisfaction and complaint management • <i>Housekeeping, Engineering and Security</i>: energy management, staffing, risk management, safety and security and loss prevention, resource acquisition and storage • <i>Food & Beverage</i>: menu and production planning, HACCP and hygiene, budget and control (see also housekeeping) • <i>Marketing and Sales</i>: sales, advertising, using interactive media, relation/account management, budgeting and control, packaging, yield and revenue, internal marketing, branding, public relations and distribution channels • <i>Accounting, Financial and Operational Control</i>: property management, financing, control systems, insurances, taxes, accounting systems, management information systems, risk management, computers, purchasing, auditing and cash management • <i>Human Resources</i>: employee relation and services, HRM information systems, performance rewarding • <i>General Management</i>: SWOT

<p>Professional Duty Category 5 Analyzing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)</p>
<p>Focus Information analysis</p>
<p>Central Question How to collect, analyse, interpret financial, economic and operational information in order to control and monitor</p>
<p>Main Stakeholders involved Investors, regulators, HQ, owners, financial intermediaries, management</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Analyzing information with the primary goal to manage people, operations and business • Understanding and drawing logical and correct inferences from a wide range of business-related written and numerical information • Analyzing data: recognizing a trend in data, identifying possible reasons for (operational or financial) problems or trends in data, seeking out all relevant information when trying to understand business problems or issues • Identifying influences from the hospitality environment on the primary processes in the own organization (Food & Beverage, Rooms Division, Sales and Marketing, HRM) • Indicating information flows, including external parties and the Plan-Do-Check-Act cycle • Using Management Information Systems to support and facilitate the abovementioned duties, e.g. <ul style="list-style-type: none"> - Setting quantified factors (information) into Management Information Systems - Benchmarking - Understanding and applying unit cost/price calculations and structure - Yield management analyses
<p>Professional (mid-term & end) Products (examples) MIS design, management report (sales, management accounting, HR), financial statements, budget systems, balanced score card, SWOT</p>

<p>Professional Duty Category 6 Designing, controlling and improving organizational and hospitality business processes</p>
<p>Focus Organizational processes</p>
<p>Central Question How to run the hospitality organization, work structured and make plans (in the box)</p>
<p>Main Stakeholders involved Organization</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Putting the hospitality products and services into practice, based on policies and taking into account: <ul style="list-style-type: none"> - logistic aspects, Arbo and safety aspects, technological developments, human technology, finance, architecture - input from suppliers, architects, regulators, internal departments • Controlling organizational processes by: <ul style="list-style-type: none"> - establishing rules and procedures - describing tasks and responsibilities - making sure those tasks and responsibilities will be performed - fine tuning with head office and internal quality policies and plans • Improving organizational processes: <ul style="list-style-type: none"> - analysing and evaluating supportive systems (accounting system, reservation system, etc.), procedures and processes - formulate proposals to improve processes & hospitality offer, based on strategy, policies, quality research and quality plans
<p>Professional (mid-term & end) Products (examples) Work processes (SOP's, flow charts, structure of jobs), hotel design, quality system, quality audit, CRM, property management plan, intranet, proposal to improve process(es)</p>

<p>Professional Duty Category 7 Dealing with the power and influences of (external) stakeholders, such as the owners, banks, regulators, distributors, clients, society, etc. etc.</p>
<p>Focus Accountability, Ethics, Social Responsibility, Sustainability</p>
<p>Central Question How to arrange everything around owners and other stakeholders to control profitability and continuity of a sustainable hospitality business</p>
<p>Main Stakeholders involved Owners, bankers, regulators, society, business clients, suppliers, distributors, VWA</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Reporting techniques • Understanding the ownership structure and the interests of the owner • Representing corporation / owner(s) • Dealing with corporate politics • Account management • Managing the relationship with the community (locally, regionally, globally) • Developing and applying a business Ethical Code with regard to professional attitude behaviour • Doing business and managing the organization according to international hospitality business ethics • Designing, implementing and managing policies for corporate social responsibility • Understanding, developing and applying "Green management" for own hospitality business
<p>Professional (mid-term & end) Products (examples) Annual social report (HR), annual financial report, budget investment, rescue plan, take-over plan, financing plan, labour and sales contracts, network product, conversations with external parties, ethic code, account management plan, VWA contact, sales interview, purchasing interview</p>

<p>Professional Duty Category 8 Optimizing human resources in light of the organizational strategy</p>
<p>Focus Human resources</p>
<p>Central Question How to arrange everything around my staff</p>
<p>Main Stakeholders involved Organizational staff, regulators</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Managing In-flow: <ul style="list-style-type: none"> - Human resource planning: ensuring that the organization has the right amount of people and right kind of people to deliver a particular level of output or services in the future (labour demand versus labour supply) - Recruiting, selecting, hiring and socializing employees, fitting the (desired) organization culture and corporate identity • Managing Through-flow: <ul style="list-style-type: none"> - Making job profiles and a job structure of the organization - (Organizing the) training, developing and coaching of employees - Developing and applying appraisal systems, setting performance goals, rules, criteria, etc. etc. - Applying and monitoring rewarding, compensations and benefits, understanding salary records - Employee satisfaction survey - Analysis of HR ratios, checking and reporting absence and turnover - Applying and controlling Health and Safety law • Managing Out-flow: <ul style="list-style-type: none"> - Managing employee separations, downsizing and outplacement - Guiding employees in and when leaving the organization: outplacement, dismissal, resignation, early retirement • Overall duties: <ul style="list-style-type: none"> - Analyzing and designing the organizational structure - Working and communicating with organized labour - Communicating and fine tuning with HR at head office - Understanding and improving contribution of HRM to organizational strategy
<p>Professional (mid-term & end) Products (examples) HR instruments (like R&S, T&D, appraisal system, performance rewarding system), personnel (capacity) plan, employee interviews (evaluation, progress, appraisal, selection, bad news), social report, social plan, employment contracts, job and organizational structure, introduction programme for new employees</p>

<p>Professional Duty Category 9 Developing, implementing and evaluating change processes in hospitality organizations</p>
<p>Focus Change</p>
<p>Central Question How to realize change, how to set the organization and employees going</p>
<p>Main Stakeholders involved Organizational staff</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • <i>Developing</i> a change process • <i>Implementing</i> a change process • <i>Evaluating</i> a change process • <i>Distinguishing</i> different steps in the change process (for example Plan-Do-Check-Act <the Deming circle>), taking the business view into account as well as the internal operation implementation, to reach the desired change in a controlled way • Understanding the roll and influence of organizational cultures and ways to use and improve this • Dealing with resistance, listening, persuading, communication, influencing, etc. etc. • Mastery of other language
<p>Professional (mid-term & end) Products (examples) Plan of approach, implementation plan, project plan, social plan, evaluation plan</p>

<p>Professional Excellence Category 10 Putting into action and applying social, communication and language skills</p>
<p>Focus Social and communicative skills</p>
<p>Central Question How to apply the correct professional hospitality attitude in my communication and social professional situations</p>
<p>Stakeholders involved All</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Cooperating in a professional environment • Thinking along with goals and design of the organization, leading to demands with regard to the following characteristics: multi-disciplinarity and inter-disciplinarity, customer-oriented, collegiality and leadership • Communicating internally, on all levels, effectively and in the common company language: <ul style="list-style-type: none"> - developing and writing plans and memo's, informing, consulting, creating support, stimulating, motivating, convincing, putting decisions into words • Being able to communicate in English and in one or more other foreign languages, in accordance with the Common European Framework for Languages <p>This task (competence) will almost always be executed in combination with another task (competence). See for the appropriate context, tasks, knowledge, skills and attitude that specific competence.</p>
<p>Professional (mid-term & end) Products (examples) Conversations, speeches, debates, reports, letters and all written products, etc. See all products of 1 - 9</p>

Professional Excellence Category 11 Putting into action and applying self-direction and intrapersonal skills
Focus Self-direction
Central Question How to organize, activate and develop myself as a hospitality professional
Stakeholders involved All
Specific Professional Duties, Processes and Projects <ul style="list-style-type: none"> • Taking control and regulate one's own development with regard to learning, result-oriented working, taking initiative and performing independently, flexibility • Reflecting on and taking responsibility for own acting, indicating commitment and critical self-assessment • Developing a professional attitude, including normative cultural aspects, respect for others, professional code and ethical principles for professional acting • Contributing to further professionalization of the industry by means of active participation in professional associations, publications, contributions to seminars et cetera
Professional (mid-term & end) Products (examples) Professional attitude; see all products of 1 - 9

Appendix 6 Course evaluation

Course evaluations Bachelor Programme

Methodology

Survey of student satisfaction

Measurement

- E-mail send to all students at the end of each block, after the assessment and before the grade was announced
- Fieldwork in the first week the e-mail has been sent
- Anonymous reply and all participants receive an e-mail with the outcome and improvement
- The outcome is shared with all participants and the improvement is discussed with the lecturers
- Once a year all adjustments are written in a document, Quality Assurance MBA document. This document is sent to the Education Committee
- The 7-point scale for questions is converted in the presentation to a 5-point scale

Evaluation questions used

General

- The course was useful for your future career
- The content increased your knowledge
- The content was inspiring
- The learning outcomes were clear
- The quality of the course materials met your expectations
- The workload was appropriate
- English was used consistently
- What is your overall opinion about this course?

Assessment

- Average of the assessment accurately assessed what I have learned in this course
- Average of the examiner/instructor provided clear assessment criteria / evaluation criteria before or during the exam
- Average of the assessment in this course has enhanced my learning

Guest lectures

- The guest lectures increased your knowledge
- The guest lectures are useful for your career
- Suggestions for the guest lectures (open question)

Course table

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Compulsory courses phase 1	57										
Checking In @ Hospitality Industry	9										
		2010-	2010-	ICHI-10	test-1	Final Product	1-100	0,5	10	4,5	
					test-2	Final Assignment	1-100	0,25	9		2,25
					test-3	Skills Assessment	1-100	0,25	10		2,25
Creating Business Value	6										
		2010-	2010-	ECBV-10	test-1	Final Assignment	1-100	1	9		6
Exploring and Structuring International Hospitality Businesses	9										
		2013-	2013-	IES-13	test-1	Final Product	1-100	0,5	4	4,5	
					test-2	Final Presentation	1-100	0,5	10		4,5
Dealing with your international guests	6										
		2014- 2016-	2014- 2016-	DWIG 14B IDWG-16	test-1	Final product	1-100	0,2	5,8	1,2	
					test-2	Final Assignment	1-100	0,5	9		3
					test-3	Skills Assessment	1-100	0,3	10		1,8
Running an International Hospitality Business	6										
		2009-2016	2009-	ERIB-09	test-1	Final Assignment	1-100	1	9		6
		2017-	2017-	ERIB-17	test-1	Final assignment HR-LAW Final assignment RESEARCH	1-100 1-100	0,65 0,35	9 9		6
Professional Attitude Skotel	1										
		2009-	2009-	CPAT-09	test-1	Portfolio	FPE	1	10		1
Improving my Performance	1										
		2010-	2010-	IMP-10	test-1	Portfolio	FPE	1	10		1

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Practical Education 1	7	2009-	2009-	PE1-09	test-1	Portfolio	1-100	1	5		7
Practical Education 2	8	2009-	2009-	PE2-09	test-1	Portfolio	1-100	1	10		8
Communication in Business English	4	2009-	2009-	LEN1-09	test-1	English 1 Oral assessment	1-100	0,5	3,6,9		
					test-2	English 1 Written assignment	1-100	0,5	9 or 10		4
Second Language	3								9 or 10		3
Dutch level 1	3	2014-	2014-	L2DU1-14	test-1	Dutch 1 Oral assessment	1-100	0,5			
					test-2	Dutch 1 Written assignment	1-100	0,5			
French level 2	3	2008-	2008-	L2FR2-08	test-1	French 2 Oral assessment	1-100	0,5			
					test-2	French 2 Written assignment	1-100	0,5			
German level 2	3	2008-	2008-	L2GE2-08	test-1	German 2 Oral assessment	1-100	0,5			
					test-2	German 2 Written assignment	1-100	0,5			
Mandarin level 1	3	2008-	2008-	L2MA1-08	test-1	Mandarin 1 Oral assessment	1-100	0,5			
					test-2	Mandarin 1 Written assignment	1-100	0,5			
Russian level 1	3	2008-	2008-	L2RU1-08	test-1	Russian 1 Oral assessment	1-100	0,5			
					test-2	Russian 1 Written assignment	1-100	0,5			
Spanish level 1	3	2008-2017	2008-2018	L2SP1-08	test-1	Spanish 1 Oral assessment	1-100	0,5			

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Spanish level 1					test-2	Spanish 1 Written assignment	1-100	0,5			
					2017-	2017-	L2SP1-17	test-1 test-2	Spanish 2 Oral Assessment Spanish 2 Written Assignment	1-100 1-100	0,5 0,5
Spanish level 2	3	2008-2017	2008-2018	L2SP2-08	test-1	Spanish 2 Oral assessment	1-100	0,5			
					test-2	Spanish 2 Written assignment	1-100	0,5			
					2017-	2017-	L2SP2-17	test-1 test-2	Spanish 2 Oral Assessment Spanish 2 Written Assignment	1-100 1-100	0,5 0,5
Total propaedeutic:	60										

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Phase 2 compulsory courses	84										
Annual Planning Cycle	6	2014-2016	2014-	IAPC-14	test-1	Final Product	1-100	60%	8	3,6	
					test-2	Final Presentation	1-100	40%	10		2,4
		2017-	2017-	IAPC-17	test-1	Final Product	1-100	50%	8	3	
					test-2	Final Assignment	1-100	50%	10		3
Quality Management	6	2014-2016	2014-	IQM-14	test-1	Final Product	1-100	50%	8	3	
					test-2	Final Presentation	1-100	50%	10	3	
		2017-	2017-	IQM-17	test-1	Final Product	1-100	30%	10	1,8	
					test-2	Final Presentation	1-100	70%	10		4,2
Aligning Business & Information	6	2008-2016	2008-	IABI-08	test-1	Final Product	1-100	100%	10		
		2017-	2107-	IABI-17	test-1	Final Product 1	1-100	40%	7	2,4	
					test-2	Final Product 2	1-100	60%	10		3,6
Managing an Outlet	15										
		2015-	2015	MO-15	test-1	outlet 1 planning	1-100	4%	5/6		15
					test-2	outlet 1 directing	1-100	4%	5/6		
					test-3	outlet 1 controlling	1-100	4%	5/6		
					test-4	outlet 1 professional attitude	1-100	4%	5/6		
					test-5	outlet 2 planning	1-100	4%	9/10		
					test-6	outlet 2 directing	1-100	4%	9/10		
					test-7	outlet 2 controlling	1-100	4%	9/10		

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Managing an Outlet					test-8	outlet 2 professional attitude	1-100	4%	9/10		
					test-9	assessment interview TMS	1-100	18%	9/10		
					test-10	pr 1 TMS	1-100	10%	4/5		
					test-11	pr2 TMS	1-100	10%	8/9		
					test-12	F&B / RD	1-100	15%	7/8		
					test-13	Research	1-100	7%	9		
					test-14	ethics	1-100	3%	9		
					test-15	D.M.P.	1-100	5%	6		
Revenue Management	6										6
		2008-	2008-	ERM-08	test-1	Final Assignment	1-100	100%	9		
Making Financial Decisions	6										6
		2017-	2017-	EMFD-17	test-1	Final Assignment 1	1-100	50%	5		
			test-2		Final Assignment 2	1-100	50%	10			
Designing and Managing the Operation	6										6
		2017-	2017-	EDMO-17	test-1	Final Assignment OPERATIONS 1	1-100	25%	7		
			test-2		Final Assignment OPERATIONS 2	1-100	40%	9			
			test-3		Final Assignment RESEARCH	1-100	35%	9			
Practical Placement	30										30
		2016-	2016-	PP-16	test-1	Final Product	1-100	100%	1-10		
Business English 2	3										3
		2008-	2008-	LEN2-08	test-1	English 2 Oral Assessment	1-100	50%	2,4,6		
			test-2		English 2 Written Assignment	1-100	50%	4,9			

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Business other language	6										3
French level 3	3	2012-	2012-	L2FR3-12	test-1	French 3 Oral Assessment	1-100	100%	3,5,8,10		
French level 4	3	2011-2016	2011-	L2FR4-11	test-1	French 4 Oral Assessment	1-100	100%	4,6,8,10		
		2017-	2017-	L2FR4-17	test-1	French 4 Oral Assessment	1-100	100%	4,6,8,10		
German level 3	3	2012-	2012-	L2GE3-12	test-1	German 3 Oral Assessment	1-100	100%	9 or 10		
German level 4	3	2011-	2011-	L2GE4-11	test-1	German 4 Oral Assessment	1-100	100%	9 or 10		
Spanish level 2	3	2008-2017	2008-2018	L2SP2-08	test-1	Spanish 2 Oral Assessment	1-100	50%	9 or 10		
					test-2	Spanish 2 Written Assignment	1-100	50%	9 or 10		
		2017-	2017-	L2SP2-17	test-1	Spanish 2 Oral Assessment	1-100	50%	9 or 10		
					test-2	Spanish 2 Written Assignment	1-100	50%	9 or 10		
Spanish level 3	3	2012-2017	2012-2018	L2SP3-12	test-1	Spanish 3 Oral Assessment	1-100	100%	9 or 10		
		2017-	2017-	L2SP3-17	test-1	Spanish 3 Oral Assessment	1-100	100%	9 or 10		
Spanish level 4	3	2011-2017	2011-2018	L2SP4-11	test-1	Spanish 4 Oral Assessment	1-100	100%	9 or 10		
		2017-	2017-	L2SP4-17	test-1	Spanish 4 Oral Assessment	1-100	100%	9 or 10		

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Mandarin level 2	3	2008-	2008-	L2MA2-08	test-1	Mandarin 2 Oral Assessment	1-100	50%	9 or 10		
					test-2	Mandarin 2 Written Assignment	1-100	50%	9 or 10		
Mandarin level 3	3	2014-	2014-	L2MA3-14	test-1	Mandarin 3 Oral Assessment	1-100	50%	9 or 10		
					test-2	Mandarin 3 Written Assignment	1-100	50%	9 or 10		
Russian level 2	3	2008-	2008-	L2RU2-08	test-1	Russian 2 Oral Assessment	1-100	50%	9 or 10		
					test-2	Russian 2 Written Assignment	1-100	50%	9 or 10		
Russian level 3	3	2012-	2012-	L2RU3-12	test-1	Russian 3 Oral Assessment	1-100	100%	9 or 10		
Dutch level 2	3	2015-	2015-	L2DU2-15	test-1	Dutch 2 Oral assessment	1-100	50%	9 or 10		
					test-2	Dutch 2 Written assignment	1-100	50%	9 or 10		
Dutch level 3	3	2015-	2015-	L2DU3-15	test-1	Dutch 3 Oral assessment	1-100	100%	9 or 10		

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Phase 3 compulsory courses -1	30										
Making things happen: Strategy Development	9										
		2008-2016	2008-	ISDV-08	test-1	Final Product	1-100	100%	10	9	
		2017-	2017-	ISDV-17	test-1	Intermediate Assignment	1-100	20%	4	3,6	1,8
					Final product	1-100	40%	9			
					Final presentation	1-100	40%	10			
Dealing with Stakeholders: Business Model Innovation	9										
		2016-2016	2016-	IBMI-16	test-1	Final Product	1-100	75%	8		
					test-2	Final Presentation	1-100	25%	10		
		2017-	2017-	IBMI-17	test-1	Final Product	1-100	50%	4	4,5	4,5
					test-2	Final Presentation	1-100	50%	10		
A New Beginning: Managing Change	9										
		2008-2016	2008-	IMCH-08	test-1	Final Product	1-100	100%	9 or 10	2,25	
		2017-	2017-		IMCH-17	test-1	Final Product 1	1-100	25%		
				test-2		Final Product 2	1-100	75%	9 or 10		6,75
Business English 3	3										3
		2008-	2008-	LEN3-08	test-1	English 3 Oral Assessment	1-100	50%			
					test-2	English 3 Written Assignment	1-100	50%			

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Phase 3 compulsory courses -2	48										
Launching your Career	48	2016-	2016-	LYCAR-16	test-1	Career Launching Plan	p/f	0%	any		48
					test-2	Professional Products Plan	p/f	0%	any		
					test-3	LYCAR execution & report	1-100	100%	any		
		2012-2015	2012-2016	LYCAR-12	test-1	Career Launching Plan	p/f	0%	any		
					test-2	LYCAR execution & report	1-100	100%	any		
Electives	12										
Creative Discovery & Innovation	3	2014-	2014-	CDI-14	test-1	Final Product	1-100	100%	10	3	
Hospitality Real Estate & Investments	3	2014-	2014-	HREI-14	test-1	Final Presentation	1-100	35%	8		3
					test-2	Final Assignment	1-100	65%	9		
Trend Analysis Future of Hospitality	3	2011-	2011-	TFH-11	test-1	Final Product	1-100	100%	10	3	
Responsible Business	3	2015-	2015-	RBU-15	test-1	Final Assignment	1-100	100%	1,2,3,4,5,6,7,8,9		3
Wine Studies	3	2008-	2008-	WST-08	test-1	Final Product	1-100	100%	9		3
Gastronomy	3	2011-	2011-	GAS-11	test-1	Final Product	1-100	100%	3,5,6,7		3
Managing Sales & Distribution Channels	3	2008-	2008-	MSD-08	test-1	Final Product	1-100	100%	10	3	

course name	EC	offered as course in academic years	offered as exam	course code	course component code	course component	grading scale	weight	block week	team EC	individual EC
Consumer Research	3	2011-	2011-	CRE-11	test-1	Final Product	1-100	100%	10	3	
Training Staff	3	2008-	2008-	TST-08	test-1	Skills Assessment	1-100	100%	10,1,2		3
Communicating Challenging Messages	3	2008-	2008-	CMS-08	test-1	Skills Assessment	1-100	100%	10		3
Culturally Diverse Staff	3	2011-	2011-	CDS-11	test-1	Final Assignment	1-100	100%	9		3
Wild Card Course	3	2014-	2014-	WCC-14	test-1	Final Product	1-100	100%	any		3
Strategic Relationship Management	6	2016-	2016-	SRM-16	test-1	Final Product	1-100	100%	10	2	4
Hotel Business Acumen	3	2015-	2015-	HBA-15	test-1	Final Product	1-100	25%	9		1,5
					test-2	Final Presentation	1-100	75%	10	1	0,5
Turnaround Management: Preventing Business Failure	3	2016-	2016-	TAM-16	test-1	Final Assignment	1-100	100%	9		3
Global Citizenship Impact	3	2016-	2016-	GCI-16	test-1	Skills Assessment	1-100	50%	1,2,3,4,5,6,7,8,9,10		3
					test-2	Final Assignment	1-100	50%	8,9,10		
Debating for Managers	3	2016-	2016-	DFM-16	test-1	Skills Assessment	1-100	80%	1,2,3,4,5,6,7,8,9,10		3
					test-2	Final Assignment	1-100	20%	8,9,10		
Total post-propaedeutic:	180										