Hotelschool The Hague

version date 11 July 2022

Education and Exam Regulation September 2022-2023

Programme name: Bachelor Hospitality Management (in Dutch Bachelor Hotel Management)
CROHO-number: 34411

Qualification (in full) Bachelor of Arts in Hospitality Management

Qualification (abbreviation) BA.HM

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

This EER was approved by the Board of Directors on, following consent by the Co-Determination Council and the Education Committee on
15 July 2022.

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Table of Contents

Chapter 1 General 5
Article 1.1 Definitions 5
1. Chapter 1 General 12
Article 1.2 Applicability of the regulation 12
Article 1.3 Ratification and amendments to the regulation 12

Chapter 2 Basis of the educational programme 13
Article 2.1 Purpose of the programme and competencies 13

Chapter 3 Previous education, entry requirements, selection and exemptions 17
Article 3.1 Previous education requirements 17
Article 3.2 Previous education requirements in detail 17
Article 3.3 Investigation related to additional previous education requirements 18
Article 3.4 Exemption from previous education requirements 18
Article 3.5 Students with a diploma obtained abroad 18
Article 3.6 International Fast Track Programme 19
Article 3.7 Selection 19
Article 3.8 Students with an impairment 19
Article 3.9 Students who practice sport at top-level 20

Chapter 4 Content and organization of the programme 21
Article 4.1 Type of programme 21
Article 4.3 Language 21
Article 4.4 Scale and duration of the Bachelor Programme 21
Article 4.5 Structure of the Bachelor programme 21
Article 4.7 Pre-master Track 24
Article 4.8 Composition of the assessment programmes 26
Article 4.9 Transfer to newer curriculum with associated assessments 26
Article 4.10 Assessment form guarantee 26
Article 4.11 Assessment content guarantee 27
Article 4.12 Placements and excursions 27
Article 4.13 Continuous improvement 27

Chapter 5 Study advice and student tutoring 28
Article 5.1 Study advice 28
Article 5.2 Binding Recommendation to Discontinue the Programme 28
Article 5.3 Conditions binding RDP 28
Article 5.4 Personal tutoring 29
Article 5.5 Progression from propaedeutic phase to post-propaedeutic phase 29
Article 5.6 Record of student progress 29
Article 5.7 Dis-enrolment and interruption of enrolment 30

Chapter 6 Assessments **31**
Article 6.1 Assessments **31**
Article 6.2 Organization of assessments (WHW article 7.13, paragraph 2) **31**
Article 6.3 Assessment chances, opportunities and attendance **31**
Article 6.4 Registering for assessments **33**
Article 6.5 Proof of identity **34**
Article 6.6 Procedure during assessments **34**
Article 6.7 Provisions **34**
Article 6.8 Examining of assessments **34**
Article 6.9 Announcement and registration of assessments and ECs **35**
Article 6.10 Right to inspection and archive **36**
Article 6.11 Irregularities and fraud (WHW article 7.12b, paragraph 2) **36**
Article 6.12 Students' copyrights **37**
Article 6.13 Exemption from participation in courses or course components **37**
Article 6.14 Exemptions in connection with board activities **37**
Article 6.15 Emergency regulation **38**

Chapter 7 Grades **39**
Article 7.1 Propaedeutic Exam (WHW article 7.8 and 7.10) **39**
Article 7.2 Post-propaedeutic Exam (WHW article 7.10) **39**
Article 7.3 Notification of exam results **39**
Article 7.4 Conferral of degrees **39**
Article 7.5 Certificates (WHW article 7.11) **39**

Chapter 8 Exam Committee **40**
Article 8.1 Appointment of Exam Committee and examiners **40**
Article 8.2 Duties and authorities of the Exam Committee **40**

Chapter 9 Legal protection **42**
Article 9.1 Request to Exam Committee for reconsideration **42**
Article 9.2 Legal Protection possibilities **42**

Chapter 10 Co-determination Council (CDC) and Education Committee **43**
Article 10.1 Appointment and composition of CDC Rules & Regulations on co-determination at HTH **43**
Article 10.2 Appointment and composition of Education Committee **43**

Chapter 11 Closing provisions **46**
Article 11.1 Other matters **46**
Article 11.2 Changes to the Programme **46**
Article 11.3 Official title and entry into force **46**

APPENDICES EER **47**
Appendix 1 Course overview and ECs **47**
Appendix 2 English Education – Code of Conduct **52**
Article 1 General **52**
Article 2 Additional stipulations **52**

Appendix 3 Curriculum 2008 Hotelschool The Hague / Educational plan: Professional Duties in International Hospitality Business **53**
Appendix 5 Course table **68**

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. At Hotelschool The Hague, the academic year for students from the September intake runs from September till September in terms of exam opportunities, whereas the academic year in terms of exam opportunities runs from February to February for the February intake.
Accreditation	The quality mark that expresses that the quality of a programme has been assessed positively as referred to in article 1.1, under q of the WHW.
Active participation Rule	Attendance, preparation, (quality of) homework is monitored. An attendance of 80% or higher for a particular course provides the student the possibility to obtain additional points in year one (Phase one).
Appeal Committee for examinations	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 *("College van beroep voor het Hoger onderwijs")*	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. Please refer to the assessment policy for further information on 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 *("Algemene Wet Bestuursrecht")*	General Administrative Law/ Act.
BA.HM	Bachelor of Arts in Hospitality Management.
Block	A period of 10 weeks during which education is provided and assessments 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.
BMT	Bachelor Management Team
Board of Directors	

	Governing 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 articles 17, 19 and 21 of the statutes of the Foundation Hotelschool The Hague. In the statutes the BoD is referred to as Executive Board.
Board of Trustees	The supervision of the policies of the Board of Directors and of the general affairs of the Foundation Hotelschool The Hague is entrusted to the Board of Trustees as referred to in article 10.3d of the WHW in conjunction with articles 16 up to and including 19 of the statutes of the Foundation Hotelschool The Hague. In the statutes, the BoT is referred to as Supervisory Board.
BRON-HO	Central register of higher education enrolment which registers data as referred to in article 7.52 of the WHW DUO registers details of persons who are enrolled or have been enrolled at an institute of higher education or university within BRON-HO as well as their diplomas.
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.
CDC	Co-Determination Council as stated in art. 10.17 WHW. A council as referred to in article 10.3c of the WHW that provides the Bachelor Management Team and Board of Directors with advice/consent concerning amongst others the EER. The CDC exercise co-determination rights at Hotelschool The Hague. In addition, the CDC conducts an annual review of the implementation of the EER and gives requested or unrequested advice on all other matters related to education.
Certificate	Document, as referred to in article 7.11, paragraphs 1 and 2 of the WHW.
Certificate supplement *("Diploma supplement")*	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.
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 part of 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 syllabus	A syllabus containing detailed information concerning a specific part of the educational process (course). Also referred to as syllabus.

Course table	An overview of all courses at Hotelschool The Hague, including course components, the appraisal method and ECs.
Course team	A group of lecturers and instructors who are responsible for the content, planning and monitoring of a specific course.
CROHO *("Centraal Register Opleidingen Hoger Onderwijs")*	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.
Curriculum committee	The curriculum committee safeguards the consistency and cohesion of the curricula, education programmes and the examination programmes. The curriculum committee advises on the development and improvement of the curricula and the examination programmes. In addition, they monitor the currency of the programme by staying up-to-date on the developments within the industry. The curriculum committee formulates improvement proposals for parts of the curricula and checks the changes against amongst others the didactic concept, assessment policy, the Education and Exams Regulation (EER), internal regulations and the quality cycle.
DBR	Design Based Research, the research model used for applied research at Hotelschool The Hague
Decision	The outcome of a decision is generally communicated to all stakeholders within 5 business days unless indicated differently.
Didactic concept	A framework of rules within which the study programme is developed and offered which forms part of the educational framework.
DUO *("Dienst Uitvoering Onderwijs")*	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 when an assessment is passed successfully.
Education Committee	As per article 10.3C of the WHW, each educational programme or groups of programmes has an education committee. This committee is responsible for improving and safeguarding the quality of said educational programme.
Educational framework	This framework explains the didactic approach and models adopted by the Ba.HM.
ECTS	European Credit Transfer System.

EER	Education and Exam Regulation as determined by the governing body of the school as referred to in article 7.13 under 1 and 2 of the WHW.
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 2.5-year programme for graduates of the Dutch MBO programme "HORECA ondernemer/manager, level 4" or students with similar qualifications and experience. As from academic year 2018, the programme is 2.5 years.
Institutional tuition fees	Tuition fees, as referred to in article 7.46 of the WHW. Tuition fees which are generally applicable to students from outside the European Economic Area
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.
Intermezzo week	Week in between blocks during which no regular education takes place. In the week between block B and block C, additional resit assessments are offered for year 1. Students in some courses may be required to start their courses during an intermezzo week. This information can be found in the respective course syllabi.
Intra.hotelschool.nl	Digital information platform for students and staff.
Irregularities	Non-compliance by the student with the rules for a correct process during assessments 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.
Minor	A minor is course in year 4 (phase 3) that a student can choose to broaden or deepen their knowledge and skills in a specific area.
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 (tutor)	Employee of Hotelschool The Hague who mentors 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. . The three phases in the Bachelor curriculum are being replaced by four academic years as part of the curriculum renewal starting academic year 2021-2022.
PLOs	Programme Learning Outcomes. Final attainment level: A combination of profession-specific duties, knowledge, skills and behaviour describing a certain responsibility or task within the professional practice as defined by Educational Framework Bachelor Programme Policy Document.
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 with a study load of 180 ECs
Pre-master track	An educational track within the bachelor programme to prepare selected students for participation in the master programme Master of Business Administration offered by the University of Amsterdam.
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 students 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)(year 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.
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	The academic year consists of four blocks. The first two blocks starting from September can be also referred to as first semester. The remaining two blocks starting from February can be referred to as second semester.
Service desk	A communications centre that provides a single point of contact (SPOC) between HTH departments and its students, alumni, prospective students and other external parties.
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. Please also refer to institutional tuition fees.
Student	Person who is enrolled at Hotelschool The Hague as a student, as referred to in article 7.32 of the WHW. In this document, students will be referred to as they/ them /their instead of he/she, his/ her, her/him in order to improve legibility.
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 as well as the institute of higher education. 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, student 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 their 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. The SPC is responsible for checking study progress in accordance with article 7.13 part 2 article u. 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.
Study Success Team	Team of Hotelschool employees who monitor and advice on study success within the Bachelor programme.
Syllabus	A study guide containing detailed information concerning a specific part of the educational process (course). Also referred to as course guide or course syllabus.
Tutor (personal tutor)	Employee of Hotelschool The Hague who is responsible for guidance and support to individual students assigned to him. Tutors support students from the start of their studies at Hotelschool The Hague until they reach their graduation project phase (Launching Your Career) (LyCar)) at which point the LyCar coach takes over. Also referred to as personal tutor.
Tutor Office:	Office which coordinates the training and support of the personal tutors in the Bachelor programme.
Tuition fees	Tuition fees as referred to in article 7.43 of the WHW. Hotelschool The Hague has higher statutory tuition fees due to the distinctive feature small scale and intense education awarded by the NVAO.
WHW ("Wet op het hoger onderwijs en wetenschappelijk onderzoek")	Higher Education and Research Act; an inspection copy is available in the Media Centre. An online version can be consulted via: https://wetten.overheid.nl/jci1.3:c:BWBR0005682&z=2021-01-01&g=2021-01-01
Working days	All days of the week except the weekend, school holidays, Intermezzo weeks and public holidays.
Workshop	In article 6.3.2, referring to the active participation rule, the term "workshop" refers to all scheduled activities of a course with the exception of lectures. A lecture is defined as a teaching unit which takes place in an auditorium setting with a group of students larger than 49.

1. Chapter 1 General

Article 1.2 Applicability of the regulation

The Education and Exam Regulation is applicable to all students who are enrolled at Hotelschool The Hague and is effective from 1 September 2022 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 Bachelor Management Team is responsible for the formulation of provisions specific to the educational programme. Ratification occurs only after the Co-Determination 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 Bachelor 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 National professional and educational profile 2012-2016" CROHO 34411, 20 June 2013, Stichting Landelijk Overleg Hoger Hotelonderwijs.
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 of the higher economic sector council and the HBO council. The PDCs and PECs form the basis of the educational programme: the content and teaching of subjects.

Currently Hotelschool The Hague is developing new courses (for details see appendix 1) which will be based on the revised **Educational Framework.** One of the components of the revised Educational Framework is the Professional and Educational Profile (PEP 2017-2022), created by the Association of Dutch Hotel Management Schools. For newly developed courses, the Professional Duty Categories (PDC) and Professional Excellence Categories (PEC) will be replaced by Programme Learning Outcomes (PLOs). This means that other courses which are not renewed or redeveloped for academic year 2020-2021 are still based on the PDCs and PECs as described below.

PLO	(sub)PLO	Title	An HTH bachelor graduate is able to…	HTH PEP
A. Design based research skills/critical thinking	A1	Design based research skills	Make sense of a problem mess, analyse a (complex) problem and formulate feasible solutions by using a design based research approach	3
	A2	Analysing skills	Analyse and evaluate data/information using appropriate digital tools and make data-driven decisions.	3
	A3	Digital skills	Show reponsible behaviour regarding the use of digital tools for acquiring and sharing info	3
			Evaluate and use ICT accurately and creatively to support a hospitality organisation	
	A4	Innovation / creativity skills	Develop innovative and creative ideas, with an open mind, into feasible concepts that have an impact.	2
	A5	English skills	communicate effectively and persuasively in advanced English, in verbal and written communication	n.a.
B. AQ: adversity, resilience and perseverence skills	B1	Control	Shows proof of being able to give direction, take initiative in unpredictable, uncertain and/or unclear situations	2 (HTH specific)
	B2	Ownership	Takes responsibility in resolving problems, by focusing on where difference can be made personally, even if these problems are caused by others	2 (HTH specific)
	B3	Reach	Manages to keep balance and focus between personal and work related areas that are not affected by the adversities.	2 (HTH specific)
	B4	Endurance	Shows the ability to sustain a prolonged stressful effort or activity, despite difficulties, failure or resistance.	2 (HTH specific)
C. EQ skills (Thought leadership skills)	C1	Self-awareness	Show the ability to critically reflect on your own leadership skills, your work-life balance and your sustainable employability	3
			Substantiate your own position concerning ethical and social responsibility in a professional environment, based on explicit values and a moral consideration	3
	C2	Self-Management	Shows proof of life long learning and critically reflecting on one's own learning process (3)	3
	C3	Social awareness	Show the ability to participate in and contribute to the local community and global society as a responsible and accountable citizen.	3
			Show respectful behaviour in and value working with a diversity of people in cross-cultural decisions	3
	C4	Relationship management	Motivate, manage and coach peers /employees by applying feedback and leadership skills (incl. conflictmanagement).	3 (HTH specific)
			Collaborate effectively with all stakeholders, in different cultural, org, and political landscapes	2
D. Hospitality skills	D1	Guest centric	Shows a hands-on approach with a guest centric mindset	2 (HTH specific)
	D2	Enterpre-neurial behaviour	Shows enterpreneurial behaviour in hospitality operations: commercial thinking, acting and a drive to deliver results	2 (HTH specific)
	D3	Guest interaction	Use an additional language in social settings to support guest and employee interaction	n.a.
	D4	Project management	Apply project management- and other tools to lead projects in a complex and fast changing environment with multiple stakeholders.	3 (HTH specific)

HTH PEP + IQ Hard skills:

	PLO	An HTH bachelor graduate is able to…	HTH PEP
Marketing, Sales & Distribution	1	Critically analyse customer data and consumer behaviour and use findings to formulate and execute marketing, communication, sales and revenue management plans.	2
	2	Design feasible hospitality concepts based on trend analysis and contribute to the continuous development of the industry	2
Finance, Accounting & Law	3	Critically analyse and interpret financial business fundamentals to optimise the financial performance of a hospitality business through the application of financial planning & control mechanisms.	2
	4	Take legal implications of hospitality management into account when making management decisions.	1
Operations Management	5	Manage, critically analyse and contribute to improve the efficiency and effectiveness of hospitality operations processes at operational, tactical and strategic level using available (information) technology.	2
Strategic Hospitality Management & Change	6	Identify and analyse trends inside and outside the hospitality industry and to translate these into a strategy and related policies in line with the vision of the organization.	3
	7	Is able to prepare, motivate and lead employees for continuous change, by applying agile working methods.	2
Leadership & People	8	Execute and evaluate the HRM policy in line with the organisational strategic goals to improve individual, team and organisational performance using feasible interventions.	2
	9	Interact with others constructively and effectively in realising common goals, respecting diversity and in dealing with continuous change.	2
Business Improvement	10	Improve hospitality industry by analysing a hospitality business related question with use of reliable sources, **data analytics** and an adequate research design **cycle**, resulting in an evidence based feasible solution or advice.	3
Management of Information	11	Interpret, **critically analyse** and produce management information from various data sources in an international hospitality business environment, **with emphasis on data analytics**	3

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 4.

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 & Maatschappij" (E&M) (the former M&O)	Admissible
"Economie & Maatschappij" (E&M)	"2e Moderne Vreemde Taal" (MVT)	"2e MVT"
"Natuur & Gezondheid" (N&G)	"2e MVT"	"2e MVT"
"Natuur & Techniek" (N&T)	"2e MVT"	"2e MVT"
If no "Economie or M&O"	The candidate has to provide the admission office of the Hotelschool <u>either</u> proof of enrolment for the achievement of a certificate HAVO or VWO "Economie" or "E & M" or "M&O" <u>or</u> proof of enrolment for a (deficiency) course "Economie" or "E&M"or "M&O".	
If no second foreign language "2e MVT"	The candidate has to provide proof of enrolment at the admissions office for the achievement of a certificate HAVO or VWO or proof of enrolment for the achievement of a course "Moderne Vreemde Taal" at minimal A2.2-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 2.5-year programme, see article 3.6)

Other – Level 4 with "2e MTV" (modern foreign language)	Regular selection day
Not mandatory, highly recommended	
Work experience	Hospitality (Horeca): hotel, restaurant, etc. International work experience is highly recommended
International focus	International (work) experience is highly recommended
Economics ("Economie")	Knowledge of Economics ("Economie") of the course "M&O" For candidates with a HAVO diploma "C&M" is mandatory

Article 3.3 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, paragraphs 3 and 4 of the WHW. The additional requirements must also be fulfilled.

Article 3.4 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 3.5 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:
    - 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
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.
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 taking part in the selection procedure of Hotelschool The Hague.

Article 3.6 International Fast Track Programme

1. Hotelschool The Hague has an International Fast Track Programme (IFT). This programme comprises year 2 and years 3 and 4 (Phase 2 and Phase 3 of the regular programme).
2. Applicants should have studied a second foreign language (in addition to English) in order to be able to start phase 2 language courses. For French, German and Spanish, students should have obtained a B1 level (Common European Framework). For Dutch, Mandarin and Russian, students should have obtained an A1 level (Common European Framework).
3. Students who do not meet this requirement will be automatically entered in a Spanish or Dutch beginner course.
4. Dutch applicants for the International Fast Track Programme must have successfully completed a hotel/catering school at secondary level: the Hospitality (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
5. 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 one 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

6. Should the student be admissible, they 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 phase of the Bachelor programme. For the Practical placement of 30 ECs, the Exam Committee can grant an exemption based on a student's individual application.

Article 3.7 Selection

Hotelschool The Hague entry policy is based on selecting students who want to enrol for the first year of the Bachelor programme or the International Fast track programme, which is part of the Bachelor programme. The application and selection procedure and criteria are described in the Application and Selection regulation of Hotelschool The Hague.

Article 3.8 Students with an impairment

1. Students with an impairment are legally entitled to effective provisions, unless they claim an undue proportion of the organisation or resources of the programme or institute of higher education.

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, different format or duration of 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. In all cases, the student must meet the end terms of the programme.
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 their study.
   The student makes sure that they bring 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 their 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 3.9 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 their study.
   The student makes sure that they bring 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 their 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 (IFT) programme are full-time educational programmes.

Article 4.2 Location

The student is enrolled in the Bachelor Programme on the Amsterdam Campus or The Hague Campus. The bachelor programme, exam programme and assessments on both locations are identical to each other. In some cases, a certain course in programme year 4 might only be offered at one location whilst students from both locations participate in said course.

Article 4.3 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 foreign languages. Where the use of the English language is concerned, a code of conduct is in effect (appendix 2).

Article 4.4 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 consists of 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 4.5 Structure of the Bachelor programme

1. A) The programme comprises three cohesive phases. Each phase corresponds with a specific learning conception level which is integrated into the courses within a phase (appendix 1 for an overview of the courses and the ECs for the 4-year bachelor programme).
   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)

   Each year or phase comprises multiple courses for which students receive the associated number of ECs upon successful completion.

   Students **starting in February 2021/22 (712 intake)** will follow the innovated curriculum which is structured as follows:

Year one:	Mastering the fundamentals	60 ECs
Year two:	Running an efficient business	60 ECs
Year three:	Running a better business	60 ECs
Year four:	Innovating the industry	60 ECs

B) Phase 2 starts with a Practical Placement worth 30 ECs. This training takes place outside school. In the innovated curriculum, this placement takes place in year 2.
C) Phase 3 concludes with the graduation course "Launching Your Career" which also comprises an external placement component. In the innovated curriculum Launching Your Career takes place in year 4.
D) For the following components a minimum number of ECs and/or courses must have been achieved.

- To start "Practical Placement", students must have met the RDP norm (see article 5.3) Due to the 2-year RDP requirement, students of the February 2021-22 intake (712 intake) and later intakes must have successfully obtained 44 ECs from their year 1 courses to be allowed to start Practical Placement at the start of year 2.
- To start the course Making Financial Decisions, students in the September 2021/22 intake (711) need to have successfully completed the course Creating Business Value (CBV)
- To start the Finance 2 course, students in the February 2021/22 (intake 712) need to have successfully completed the course Finance Fundamentals to start the year 2 finance course.
- To start with "Launching your Career LER" (LYCar execution & report, including the external placement) students who enter phase 3 **prior to February 2021/22** must have passed:
  - All phase 1 and phase 2 courses
  - "Launching your Career CLP" or "Professional Development – Preparing My Career" and have 9 ECs or fewer open from the following phase 3 courses:
    - "Making things Happen: Strategy Development" (SDV)
    - "Dealing with Stakeholders: Business Model Innovation" (BMI)
    - "A new beginning: Managing Change" (MCH)

For students who enter year 3 in **February 2021/22 or later**, the progress requirement to start Launching Your Career (Lycar execution & report including external placement) is as follows: *To start "Launching your Career LER" (Lycar execution & report including the external placement), students must have passed:*

- *All year 1 courses, and all year 2 courses.*
- *Launching Your Career (CLT/CLP) approved,*
- *Students are allowed to have 15 ECs open from year 3 at the start of minor block (following the exam review of the previous block's assessments).*

Students can only take part Lycar final dissemination events (or Lycar defense in Lycar 18) when all other assessments have been completed successfully and the ECs have been awarded.

6. The path the student follows is determined by the school.

7. In Phase 3, year 4 the student must pass a minor course with a total worth of 12 ECs (ac year 2021/22). The student must enrol themselves for a minor, because they may choose their own minor. The procedure to enrol for a minor is described on Myhotelschool.nl. Students of the February 2016/17 intake, September 2017/18 intake (662 intake) or earlier were required to complete 12 ECs through electives.
8. In year 4, students can follow an exchange programme instead of a minor (starting block A 2022/23).

Students will be offered an exchange option during their minor block in year 4 of 30 ECs at a selected partner university. The exchange programme replaces the minor block (15 ECs) and the proposal assignment of Lycar-20 (15 ECs).

Students must apply for the exchange option and must indicate a second preference in case they are not selected.
A selection committee is responsible for the selection of the students who can start with the track. The committee will base its decision on the following criteria:
- Requirement 1: nominal progress minus 9 ECs bar special personal circumstances as confirmed by the student counsellors.

- Requirement 2: motivation for the exchange program as demonstrated through an application letter and interview
- Requirement 3: successfully completed the Career Launching Tools and Career Launching Plan assignments of the Professional Development Preparing My Career course. Starting block 22/23 A, these assignments will be replaced by Personal Development 3, which will become a requirement for the exchange.

Should a student not be selected, they will need to choose a different minor which still has open spaces instead. In this case, the option of the exchange and the pre-Master programme will no longer be available. Students are responsible for making arrangements on their chosen study programme with the host university and for submitting the relevant documents to the exam committee upon their return in order to receive the equivalent ECs obtained. Following the exchange, students will enter into a 30 EC-track of Lycar.

Article 4.6 Structure of the International Fast Track Programme

1. This programme comprises a part of year two and years 3 and 4 (a part of Phase 2 and Phase 3 of the bachelor programme).
   For students who started in September 2018 or September 2019 the following programme applies:

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
Business English level 2	3
Second Foreign Language 1; level 1* or 2	3
Second Foreign Language 2; level 2 or 3	3
Total Phase 2	**60**
Phase 3 (Post Propaedeutic Phase)	
Making Things Happen: Strategy Development	9
Business English 3	3
Dealing with stakeholders: Business Model Innovation	9
A New Beginning: Managing Change	9
Minors/ Elective packages	12
Professional Development - Career Launching Tool**	3
Plan of approach**	5
LYCAR execution & report**	40
Total Phase 3	**90**
Total International Fast Track Programme	**150**

Based on prior learning	
Propaedeutic phase – exemption	60
Practical Placement – exemption	30
Full bachelor curriculum	**240**

*the choice at level 1 is limited to Spanish 1 basic track and Dutch 1

**Students who started September 2017/18 (671 intake) or earlier follow:*

- Career Launching Plan 2 ECs
- Plan of Approach 3 ECs
- LYCAR execution & report 43 ECs

For students of the 2021/22 intake (student numbers 7113/7118) and later the following structure will apply:

Year 3	
Business Transformation 1a & 1b	**13**
Business Transformation 2a & 2b	13
Business Inspiration Days	2
Personal Development 3	2
Year 4	
Minor	12
Business English 3	3
LYCAR Proposal	15
LYCAR execution & report**	30
	90
Total International Fast Track Programme	**150**
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 syllabus.
3. For students as of Intake September 2018/19 (781 intake) the duration of the International Fast Track programme is 2.5 years. All courses of the regular Bachelor programme are applicable. As stated in article 3.6, paragraph 6, the Board of Directors grants exemption for the Propaedeutic phase (60 ECs). For the Practical placement of 30 ECs, students can apply for an exemption via the Exam Committee.

Article 4.7 Pre-master Track

Article 4.7.a. Structure of the Pre-master track

1. The Pre-master Track is an educational track of 1 year within the bachelor programme to prepare selected students for participation in a Master programme in Business. Completion of this track next to completion of the rest of the bachelor programme, grants direct access to the following Master programmes: - MSc Business Administration at the UvA. - MSc at Rotterdam School of Management, (Erasmus) for the MSc International Management – CEMS programme an additional selection at RSM is required as well as Nyenrode Business University MSc programme Global Business, MSc Digital Business Transformation and MSc Financial Management. The overall GPA including ALL pre-master courses needs to be 70 (out of 100) or above for the Erasmus programme.
2. Students can start the Master Business Administration only after they have successfully completed the full Pre-master Track. Students also need to have completed the entire bachelor programme.
3. After successful completion of the Pre-master Track, the student receives a certificate. This certificate will only be granted if: the 75 EC pre-master track is completed within 1 academic year after enrolment in the pre-

master track and the pre-master courses have been completed within a maximum of 2 exam chances (for each course).

4. A selection committee is responsible for the selection of the students who can start with the track. The committee will base its decision on the following criteria:
    - Requirement 1: nominal progress minus 9 ECs bar special personal circumstances as confirmed by the student counsellors.
    - Requirement 2: motivation for the premaster program as demonstrated through an application letter and interview
    - Requirement 3: a GPA of 75 for the post-propaedeutic phase at the time of application for the programme and/ or an average grade for MFD and RM above 75 and to have successfully completed the course "Launching your career CLP" or "Professional Development-Preparing My Career" at the start of the pre-master track.
    - In case of doubt about the suitability of an applicant, the personal tutor will be consulted and students might be given a conditional acceptance. Should they not be accepted in the final decision, the block following the conditional acceptance, students will need to choose a minor which still has open spaces instead.
5. The Pre-master Track comprises a total 75 ECs of which 60 ECs are covered by the regular Phase 3 bachelor program (i.e., 15 ECs instead of a minor; 45 ECs through the course LYCAR) and 15 ECs which are additional to the regular bachelor program. For students who follow the Pre-master Track, Phase 3 of the bachelor programme, is programmed as follows:

Phase 3 (Post Propaedeutic Phase)	
Business Model Innovation	9
Professional Development Preparing My Career	3
Making things happen: Strategy Development	9
Business English 3 (part of 15 EC minor)	3
A new beginning: Managing Change	9
Design Based Research (part of 15 EC minor)	3
Research Methodology (part of 15 EC minor)	5
Advanced Statistics (part of 15 EC minor)	4
Marketing Management	5
Strategy and Organisation	5
Leadership and Management	5
Launching Your Career (Including Research Project (15 ECs))	45
Total Phase 3	**90+**
	15

On the premaster certificate the following courses are listed:

1)	Research Project (partly covered in Launching Your Career; part of bachelor programme)	15
2)	Research Methodology (part of bachelor programme)	5
3)	Marketing Management	5
4)	Strategy and Organisation	5
5)	Leadership and Management	5
6)	Advanced statistics	4

For students starting the Premaster programme in February 2021/22 and later, the premaster will be structured as follows:

Year 3 (Post Propaedeutic Phase):	
Business Transformation 1a & 1b	13
Business Transformation 2a & 2b	13
Personal Development 3	2
Business Inspiration Days	2
Year 4(Post Propaedeutic Phase):	3
Business English 3 (part of 15 EC minor)	
Design Based Research (part of 15 EC minor)	3
Research Methodology	5
Advanced Statistics	5
Marketing Management (part of 15 EC minor	4
Strategy and Organisation	5
Leadership and Management (part of 15 EC minor)	5
Launching Your Career (Including Research Project (15 ECs))	45
Total year 3 & 4	**90+**
	15

On the premaster certificate the following courses are listed:

1)	Research Project (partly covered in Launching Your Career; part of bachelor programme)	15
2)	Research Methodology	5
3)	Marketing Management (part of bachelor programme)	4
4)	Strategy and Organisation	5
5)	Leadership and Management (part of bachelor programme)	5
6)	Advanced statistics	5

Article 4.8 Composition of the assessment programmes

The assessment programme is described in more detail in the individual course syllabus.

Article 4.9 Transfer to newer curriculum with associated assessments

Should changes occur in the assessment programme in consecutive years the Exam Committee will determine a transition regulation. Please refer to article 4.11 on the steps in the first year after a course is phased out or revised.

Article 4.10 Assessment form guarantee

The assessment form of a second or subsequent assessment during the same academic year of the first assessment 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 another 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, provided that the same assessment criteria and learning goals are assessed. The last achieved result counts.

Article 4.11 Assessment content guarantee

The assessment content of a second or subsequent assessment during the same academic year of the first attempt must be identical to that of the first assessment. If the content of the course is changed, the student is given two opportunities in the academic year following the change to take the assessment in the manner described prior to the change. In case of special circumstances with regard to a certain course, the Bachelor Management Team may decide that there will be more re-sit chances available.

Article 4.12 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 Practical Placement Course Syllabus and Launching Your Career (LyCar) Course Syllabus. Other relevant documents will be placed on the worksite of the Placement Office.
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 of the Education and Examination Regulation.
4. A student who is unable to participate in a mandatory excursion due to circumstances beyond their control and/or personal circumstances, is given the opportunity of compensating this excursion with a substitute assignment.
5. During the placements, the student remains enrolled as a student of Hotelschool The Hague and must therefore pay tuition fees.

Article 4.13 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 management of the international hospitality industry. This is achieved by setting high quality requirements for students, lecturers 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 establishing the formal quality management system. The aim is to continuously improve the quality of education, research and the organization.
2. An important part of the Quality Assurance system are the course evaluations, which are conducted in a cycle time of at least once per year per course (see appendix 5). These evaluations provide input for the improvement of the courses. Changes in the learning outcomes, assessment structure and course setup take place once per year. However, changes in the way of delivering content in these set classes can happen every block.

Chapter 5 Study advice and student tutoring

Article 5.1 Study advice

1. At the end of the first year of enrolment in the Propaedeutic Phase, each student receives an advice from the Board of Directors concerning the continuation of their studies.
2. In addition to this, the Board of Directors can give a study advice to the student after the first year of enrolment if they have 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 when the student, at the discretion of or on behalf of the Board of Directors, once given due consideration to any personal circumstances, is deemed not to be suitable for the bachelor programme.
3. Enrolment for the bachelor programme of a student who received a binding RDP, as referred to in the first paragraph, is terminated in compliance 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. Any student who has received a binding RDP can enrol again for the bachelor programme after two years. To this end they 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 has made it sufficiently plausible that they have developed to such a degree during the period between the binding RDP and the submission of the request to be re-enrolled for the bachelor programme that they will now be able to complete the programme successfully.

Article 5.3 Conditions binding RDP

1. The student who started with intake February 2015/6 (652 intake) or earlier receives a binding RDP at the end of their 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 issued.
   The student who started the bachelor programme on 1 September 2016 (661 intake) up to and including intake February 2017/8 (672 intake) receives a binding RDP at the end of their first year of enrolment for the propaedeutic phase, if the student did not obtain at least 51 ECs at the moment that the binding RDP is given.
   The student who started the bachelor programme on 1 September 2018 (781 intake) up to and including the February 2020/21 intake (702 intake) receives a binding RDP at the end of their first year of enrolment for the propaedeutic phase, if the student did not attain at least 51 ECs, including the course CBV, at the moment that the binding RDP is given. The student who started the Bachelor programme on 1 September 2021/22 (711 intake) or later will receive a binding RDP at the end of their first year of enrolment for the propaedeutic phase if the student did not attain at least 51 ECs at the moment the binding RDP is given.
2. A binding RDP can only be given if the student was warned, at the end of their second study block (B or D) by or on behalf of the Board of Directors in a reasonable time period and at least once in writing that they shall receive a binding RDP in case of continued insufficient study progress.
   This warning includes a reasonable time limit within which the student must have improved their study results as well as a description of the consequences of a binding RDP. The student whose progress is not nominal 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 made nominal progress at the end of their second study block receives 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 they 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. The student must report any personal or extraordinary circumstances to the study advisor as soon as possible to ensure optimal support. The student accompanies this notification of their personal or extraordinary circumstances by the necessary documentary evidence. The student can notify 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.
6. The student who fails to notify personal or extraordinary circumstances special personal circumstances in a timely manner cannot rely on said circumstances to be taken into consideration after issuance of the binding RDP advice, , unless the student demonstrates that the personal or extraordinary circumstances prevented the timely notification.
7. In the situation when a binding RDP is waived by or on behalf of the Board of Directors on account of the notification of personal or extraordinary circumstances, the RDP decision will be extended until the following academic year.
8. Students who did not comply with the requirement as intended in the first paragraph and who obtain an extension of the period in which the requirement must be met as intended in the seventh paragraph are not entitled to participate in courses from the post-propaedeutic phase (including practical placement) without permission from the Study Progress Coordinators.

Article 5.4 Personal tutoring

1. During the educational programme the student shall need to keep themselves informed of their study results and their study progress via Osiris.
2. The student shall, whenever their study results justify this, be invited to discuss the results and the consequences thereof with their personal tutor.
3. In the first year of the study programme the student has regular meetings with their personal tutor. These meetings consist of both group meetings and individual meetings. In the first year, the guidance is compulsory and ongoing. If the study results of the student, at the discretion of the personal tutor, give cause to this, then additional meetings, next to the scheduled activities, can take place between the student and the personal tutor.
4. After the first year, the student has also meetings with their personal tutor either at the request of the student or at the request of the tutor if the study results give cause to a meeting. A minimum of two individual meetings per academic year are required. The students of the 4-year programme who started in September 2017 or later will have to pass the course Professional Development – Career Launching Tools. For the students of the IFT programme, this applies to the students who started in September 2018 or later. Students who started year 3 in academic year 22/23 need to have completed the course Professional Development 3.

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. The timetabling of the study programme is leading. Students are not allowed to follow courses from different phases (phase1, phase3 or phase3) at the same time.

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 their 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 their 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 assessor concerned and/or the Service Desk.
5. Grades are considered to be definite 4 working days after the exam review has taken place, unless the student submits an appeal to the Exam Committee. The Exam Committee appeal procedure is described in Chapter 9.

Article 5.7 Dis-enrolment and interruption of enrolment

1. Each student has the right to terminate their studies in the course of the academic year and disenroll.
2. Re-enrolment in the same academic year is only possible per first September or first February.

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 have been passed, the ECs for the corresponding course are awarded in the study progress monitoring system Osiris.
3. All forms of assessment include an assessment of the knowledge, the understanding and the skills of the student, as well as the results of that assessment.
4. An assessment can take place as an oral or written assessment or in some other form. The assessment form for each assessment component is indicated per course in the course syllabus of the specific courses.
5. In special cases, the Exam Committee is authorized, on the basis of a written and motivated request, to determine whether to deviate from the course syllabus and in what way/how an assessment will be taken. 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 assesses the same content and is specified in the course syllabus. If the content of the course is changed, the student is given two opportunities in the academic year following the change 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, and in particular 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 taught activities is mandatory or not;
g. Deadlines for submitting reports and assignments.

Written assessments have to take place on the scheduled time and place as indicated in the assessment schedule.

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 year 1 students the following applies:

- all workshops are mandatory and active participation is required. This is also applicable for students of other phases following a first year course;
- students are offered two chances to take an assessment;
- if the student attends 80% or more of the lessons of the mandatory classes, as specified in table 2, they may receive a third assessment chance for all course components of a course, if an exam opportunity is still available in the current academic year. The exact number of classes that must be followed and the rules concerning attendance are included in the relevant course syllabus. For the practical training courses and courses with a portfolio other rules apply. These rules can be found in the relevant course syllabus.

Table 2A. Mandatory classes before 712 intake

Course	**Mandatory**	
Checking In @ Hospitality Industry (CHI)	Yes	Theory
Business English 1	Yes	Theory

Improving My Performance (PRD-IMP)	Yes	Portfolio
Professional Attitude Skotel (PAT)	Yes	Portfolio
Second Foreign Language	Yes	Theory
Dealing with your International Guests (DWG)	Yes	Theory
Introduction to Human Resource Management (IHR)*	Yes	Theory
Introduction to Design Research (IDR)*	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

**Offered to students who started their studies in September 2019 until September 2021*

For students who started in February 2021/22 (712 intake) or later, the following courses are part of the mandatory attendance regulation:

Table 2B. mandatory courses

Course:	**EC load:**	**Mandatory:**
Practical education in outlets	15 ECs	Yes
Operations	5 ECs	Yes
Leadership skills	4 ECs	Yes
English	6 ECs	Yes
Personal Development 1	4 ECs	Yes
Finance Fundamentals	5 ECs	Yes
HR/ Culture Fundamentals	5 ECs	Yes
Marketing Fundamentals	5 ECs	Yes
Data analysis & research fundamentals	5 ECs	Yes
Second Foreign Language	6 ECs	Yes

A total overview of the assessment opportunities is given in table 3.

Table 3. Assessment opportunities

First year enrolment students	
Intake September	Block A, B, February Start-Up week, C, D and Round-Off week
Intake February	Block C, D, Round Off week, A, B and February Start-Up week
Students Phase 2 and 3	Block A, B, C and D as well as the Round-Off week and February Start-Up week (only year 1 assessments)

3. By registering for an assessment, but not taking part in 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 they 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 their 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. Students who started in September 2019/20 (791 intake) or later get one possibility per Academic Year to re-sit the assessment to improve his/her grade. They also have to apply with the Exam Committee.
- The highest grade obtained counts and will be registered. Students must contact the Exam Committee following the grading to formalise the registering of the higher grade. This exception is not applicable for LYCar.
- The re-sit chance as described under b. is only applicable in the same academic year. However, if a student wants to re-sit an assessment of the last block of an academic year, they are allowed to do so in the first block of the consecutive academic year.

5. The assessments are mostly held in the block in which the course is offered. Some courses run for a semester (two blocks) and the assessments might be in the second block of this semester. Appendix 5 describes per course the moment of assessment, the form of assessment, the weight of the assessment and team ECs versus individual ECs.
6. Students following the course Practical Education are only allowed to sit assessments of their current semester during weeks 9 and 10 of their blocks of practical training. They are not allowed to sit (re-sit) assessments for other subjects during weeks 9 and 10 of this semester. In other words, students can sit assessments of the courses they are enrolled for, but not of courses they have followed previously.
7. 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.
8. A student qualifies for one extra assessment chance if they have only one outstanding assessment other than LYCar. To make use of this additional chance, 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, they need to contact the Exam Committee to do so. In case of severe and prolonged personal circumstances that may prevent the student to enroll within the official deadline, the student may submit a request for late registration to the Exam Committee to do so. Evidence of severe and prolonged personal circumstances need to be provided.
2. The student himself is responsible for registration for assessments and/or any re-sit assessments.
3. Students must register for all assessment components registered in the “Assessment Schedule”. The registration is confirmed by email to the student. This email is proof of successful enrolment.
4. Students are informed by email when the registration system for the assessment registration is open and when it has closed.

5. If the student takes part in an assessment for which they have 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, their assessment will be declared invalid and the label "no result" will be registered.
7. If a student is prevented from taking part in an assessment due to illness or other circumstances of force majeure, it is possible to request the Exam Committee to restore their assessment opportunity within six weeks after the assessment. Evidence of illness and force majeure is required. If a student is prevented from taking part in the resit of an assessment due to illness or other circumstances of force majeure, it is possible to request the Exam Committee to restore their resit assessment opportunity within three weeks after the assessment. Evidence of illness and force majeure is required within the legal requirements of the GDPR.

Article 6.5 Proof of identity

During assessments it is obligatory to provide proof of identity via the student 'Smartcard' or other photo identity card. If the student is unable to show a smartcard or other form of official identification (ID card, Passport or Dutch driver's license), the assessment is declared invalid by the Exam Committee. The smartcard is also required in the on boarding process of digital exams via Proctor Track.

Article 6.6 Procedure during assessments

1. A written assessment occurs under the supervision of at least two invigilators. Assessments can be paper-based or Bring Your Own Device (BYOD). In the case of BYOD, the computer used needs to meet certain requirements. Please refer to the worksite Demo Tests & Quizzes on myhotelschool.nl for further information.
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 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 on myhotelschool.
4. 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 names and signatures of the students participating in the assessment, and any irregularities are recorded.
5. The student is not allowed to take the assessment questions with him after the assessment.

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 3.8.

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 syllabus 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 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
Very good	80 – 89
Good	70 – 79
Sufficient	55 – 69
Fail	< 55

PASS	
FAIL	
CATCH-UP	
INVALID	
NOSHOW	
EXEMPTION	
NOATTEND	Less than 80% attendance (Phase 1) / no third opportunity is allowed

5. The assessment is considered passed when the student achieves a mark of at least 55 out of 100 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 the label "Cum Laude", if the student has met the following criteria.

- A Grade Point Average (GPA) of 80 or higher.
- 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.

10. The exam for the post-propaedeutic course programme can be awarded the label "Cum Laude" if the student has met the following conditions:

- An average GPA of 80 or higher for all courses in the post propaedeutic phase combined.
- 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 nor are the courses of any exchange programme the student has followed at a partner institute
- A minimum grade of 80 for the course Launching Your Career (LYCar).

11. The exam for the post-propaedeutic course programme can be awarded the label "Summa Cum Laude" if the student has met the following conditions:

- An average GPA of 90 or higher for all courses in the post propaedeutic phase combined.
- 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 nor are the courses of any exchange the student has followed at a partner institute.
- A minimum grade of 90 for the course Launching Your Career (LYCar).

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 took place.
2. No rights can be derived from temporary grades.
3. No later than four working days after the inspection period for the assessments (exam review) the results are considered final and are registered.

Article 6.10 Right to inspection and archive

1. In week 2 of each block, an exam review is organized. Students have the right to inspect their graded work of the assessments.
2. For written reports and oral assessments, a student has the right to inspect the completed examination forms for their graded work or completed oral assessment.
3. For written assessments, a student has the right to inspect their graded assessment paper and to be provided with a detailed answer key and an 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 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 takes place.
6. All the forms of assessment that are not named in paragraphs 2 and 3 (reports, assignments, recorded oral assessments) including accompanying grading forms are stored for a period of 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 case of 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 takes note of this in the exam report and sends it as soon as possible to the Exam Committee via Student Affairs.
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;
   g. Data falsification in research projects.
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 their certificate and the Exam Committee can determine that the student in question will receive the certificate only after they have 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 maximum 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.
   e. in case of data falsification, no part of the collected data and any work derived from these data can be submitted or used as such.

   A combination of measures is also possible, as stated in the sanction policy Exam Committee.
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 their written request, exemption from participation in one or more assessments on the grounds of a certificate, diploma or degree, or other official documents that shows that the student has already fulfilled the end qualifications 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 Exam Committee. The request must be accompanied by:
      - a copy of the certificate, diploma or degree in question;
      - a certificate of an overview of relevant qualifications gained by the student and written proof that supports this overview.
      - 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 they 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. For students of the September 2017/18 (671 intake) or later with the exception of the September 2017 (6713/6718 intake) fast track students, the Wild Card Course is no longer part of the required curriculum. The results obtained through the Wild Card Course can still be listed on the student's grade list.

3. A student who falls behind in their studies due to their board activities, may appeal to the Regulation for financial support from the Profiling Fund 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 sounding. In an emergency situation, the assessment is declared invalid and work that has already been handed in is not graded. A new assessment opportunity is offered as soon as possible and students are informed about the location, date and time of the new assessment.

Article 6.16 Force majeure

Under circumstances beyond HTH's control in which it is impossible for Hotelschool The Hague to uphold the Education and Exam Regulations, the EER or certain particular articles or duties may not be executed or might be adjusted during the running academic year. In force majeure situations the Board of Directors will have the right to decide to deviate from the EER.

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 they have met the requirements of all courses of the propaedeutic phase. The study load of the Propaedeutic Phase and corresponding 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 has met the requirements of all courses of the post-propaedeutic Phase of the programme. The study load of the post-propaedeutic Phase and corresponding 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, they have successfully completed the programme and has earned a total of 240 ECs.
3. The post-propaedeutic exam of the programme cannot be completed before the Propaedeutic Exam has been successfully completed, or an exemption has been 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 confirmed 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 awards the bachelor's degree with the addition Bachelor of Arts in Hospitality Management to 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 diploma, after the school management has stated that the pertinent procedural requirements have been met.
2. The diploma 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 awarded;
   d. the date of the institute's last accreditation;
   e. the date on which the degree was obtained, the date of the last achieved result.
3. The Exam Committee adds a supplement to the diploma. This supplement is written in English and has the agreed standard European format. The supplement includes 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 study load of the programme.

4. For students who followed the International Fast Track (IFT) programme, the grade list will mention the name of the programme. In addition, a supplement describing the nature of the Fast Track programme will be issued upon graduation.

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 Bachelor 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 they are absent and not attending the meeting, the vice will chair the meeting. If they are 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 sessions 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 their absence their 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 their 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 their 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 diplomas 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 terminate the enrolment of the student concerned permanently.
g. appointing examiners for the purpose of the administration of assessments and the results thereof, as referred to in article 7.12 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 when 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 to the Exam Committee for reconsideration of this decision. The student still retains the right to lodge an appeal in line with 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 comes to a decision on 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.
4. Within four weeks after submission of the request for reconsideration the Exam Committee will come toa decision. If the student has an urgent request, they 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 in line with article 9.2.

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.
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 and other legal procedures are regulated. The Student Charter is published on http://Myhotelschool.nl.

Chapter 10 Co-determination Council (CDC) and Education Committee

Article 10.1 Appointment and composition of CDC Rules & Regulations on co-determination at HTH

1. The Co-determination Council exercises co-determination rights together with the Board of Directors and has its legal basis in WHW, article 10.17.
   The CDC represents the interest of all students and employees within Hotelschool The Hague. It executes tasks and duties related to the educational programme and all relevant matters regarding the institute and well-being of students and employees.
2. Composition: the CDC consist of six students and six employees. The members are elected via the election procedure as laid down in Rules & Regulations on co-determination at Hotelschool The Hague.
3. Organisation structure: the CDC appoints a board for day-to-day business. The CDC drafts its bylaws in which matters like meetings, procedures, decision-making process and organisation structure is laid down.
4. The tasks and duties of CDC regarding 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. CDC has the right to invited the exam committee at least twice a year to discuss educational programmes and future changes.
   d. issuing recommendations, either on request or on its own initiative, to the Board of Directors and Bachelor Management Team on all other matters pertaining to education in the study programme;
   e. Institutional level matters, such as a renovation or crisis management
   f. Matters related to well-being of students and employees.
   g. The Board of Trustees meet with the CDC at least twice a year.
5. Consent rights: the board of Directors might require consent from the CDC prior to any decision or change regarding the following matters:
   -institutional plan,
   -the Student Charter,
   -quality assurance system,
   -Education and Exam Regulation,
   -rules regarding working conditions,
   -profiling fund (public student fund offering financial support to students who incur a study delay due to a number of specific causes),
   -other matters mentioned in article 16 Rules & Regulations Co-determination Council CDC.
   5.1 Advisory right: the Board of Directors is obliged to request the CDC for written advice before making any decisions on the following matters:
   - general matters that secure the continuity of Hotelschool The Hague
   - budget planning
   - EER related matters
   5.2 The Board of Directors must ask written advice from the student delegation of CDC on the following matters:
   - policy on institutional tuition fee,
   - general employment policy,
   - other matters stated in Rules & Regulations co-determination council HTH.
   5.3 The Board of Trustees must seek written advice from CDC on the following matters:
   -the profiles of members of Board of Trustees,
   -the appointment or dismissal of the members of Board of Directors,
   - other matters stated in Rules & Regulations co-determination council HTH.

Article 10.2 Appointment and composition of Education Committee

Article 10.3c of the Dutch Higher Education and Scientific Research Act (in Dutch: Wet op het hoger onderwijs en wetenschappelijk onderzoek, hereafter: WHW) requires every programme or group of programmes within the Hotelschool to have an Education Committee. The Hotelschool has regulated in the Management and Administrative Regulation that there will be a Joint Education Committee for the Bachelor Programme and for the Master Programmes: Master in International Hospitality Management and Master Leading Hotel Transformation. The following is an English translation of the details of this article.

1. The Board of Directors appoints the members of the Education Committee. The number of members of the Education Committee is set at 8 members. Half of the members of the Committee are bachelor and/or master students. The other members are lecturers and instructors associated with the bachelor and/or master programmes. Members of the Education Committee cannot be a member of the Co-determination Council at the same time, just as members of the Co-determination Council cannot be a member of the Education Committee at the same time. Members of the management and Board of Directors of Hotelschool The Hague may not become a member of the Committee.
2. For the appointment process of the staff and student members, please refer to the Regulations of the Edcuation Committee.
3. The Education Committee has the right of consent on the following topics:
    a. the way in which the education in the relevant programme is evaluated
    b. the content of the graduation courses within a programme,
    c. the qualities in relation to knowledge, understanding and skills, which the student needs to have acquired by the end of the programme,
    d. where applicable, the organisation of practical exercises
    e. the study load of the programme and of each course unit which forms part of this,
    f. in relation to which programmes article 7.5d has been applied,
    g. where applicable: the way in which the selection of students for a special project within a programme, as intended in article 7.9b, takes place,
    h. the language of teaching and examination.
4. The Education Committee has the right of advice on the following topics:
    a. a. the content of the programme and any associated exams, o f.
    b. the detailed rules, as intended in article 7.8b, sixth paragraph, and 7.9, fifth paragraph, o h. the number and sequence of exams, as well as the times when these can be taken,
    c. o i. the full-time, part-time or dual organisation of the programme,
    d. o j. where applicable, the order, the time periods and the number of times per academic year the opportunity is offered to take assessments and (final) exams, as well as the manner of enrolment and the regular timeline of enrolment that applies,
    e. o k. the further rules referred to in Article 7.10 fourth paragraph,
    f. o l. whether the exams are taken in an oral, written or other manner, subject to the Exam Committee's authority to make alternative arrangements in special cases,
    g. o m. the way in which students with a disability or chronic condition are given a reasonable opportunity to take the exams,
    h. o n. the public nature of the oral exams to be taken, subject to the Exam Committee's authority to make alternative arrangements in special cases,
    i. o o. the period of time within which the results of an exam are announced, as well as whether and how this timeframe can be deviated from,
    j. o p. the manner in which and the period during which those who have taken a written exam will be given an insight into their assessed work,
    k. o q. the manner in which and the period during which the questions and assignments asked or set within the context of a written exam, as well as the standards used for the assessment, can be examined,
    l. o r. the grounds on which the Exam Committee can grant exemptions for the taking of one or several exams for previously successfully passed exams or (final) exams in higher education, or knowledge or skills acquired outside of higher education,
    m. o s. where applicable, that the successful passing of exams is a condition for admission to taking other exams,
    n. o t. where applicable, the obligation to take part in practical exercises with a view to being admitted to taking the exam in question, subject to the Exam Committee's authority to waive this obligation, whether or not by imposing alternative requirements,
    o. o u. the monitoring of student progress and the individual student counselling,

p. o x. the actual education design, including in any case the offer to premasters,
q. o y. where applicable, the regulation referred to in Article 7.9a third paragraph, second sentence,

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 Exam Regulation 2022/2023 for the HBO Bachelor of Arts programme in Hospitality Management" and enters into force 1 September 2022 (Academic year 2022/2023).

This EER was formally approved by the Board of Directors following consent from the Co-Determination Council and the Education Committee on 15 July 2022.

APPENDICES EER

Appendix 1 Course overview and ECs

For students who started in February 2019/2020 (782 intake) of earlier, the Propaedeutic (Phase 1) 60 ECs is 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 Foreign Language Level 1 or 2	3 ECs
Improving My Performance	1 ECs

For students who started in September 2019/2020 (791 intake) up to and including the September 2021/2022 intake (711 intake), the Propaedeutic (Phase 1) 60 ECs is 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
Introduction to Human Resource Management	3 ECs
Introduction to Design Research	3 ECs
Professional Attitude Skotel	1 ECs
Practical Education 1*	7 ECs
Practical Education 2*	8 ECs
Communication in Business English	4 ECs
Second Foreign Language Level 1 or 2	3 ECs
Professional Development - Improving My Performance	1 ECs

For students who started in February 2021/22 (712 intake) and later, the Propaedeutic phase is allocated as follows (60 ECs):

Practical education in outlets	15 ECs
Operations	5 ECs
Leadership skills	4 ECs
English	6 ECs
Personal Development 1	4 ECs
Finance Fundamentals	5 ECs
HR/ Culture Fundamentals	5 ECs
Marketing Fundamentals	5 ECs
Data analysis & research fundamentals	5 ECs
Second Foreign Language (2x)	6 ECs

In year 2 (Phase 2), part of the Post-propaedeutic Phase, the 90 ECs are allocated to the courses as follows. This is applicable up to and including intake September 2021/22 (711 intake)

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
Second Foreign Language level 2 and 3	3 ECs
Second Foreign Language level 3 and 4	3 ECs

In year 3, (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
Minor Team Based Challenge	6 ECs
Minor Theme Specific	3 ECs
Design Based Research	3 ECs
Business English 3	3 ECS
Launching Your Career	Total: 48 ECS
Launching Your Career (This will be referred to as year 4 in the 2021 curriculum)	
(for students following the 4-year programme who started in September 2017/18 (671 intake) or later):	
- Professional Development - Preparing my career -Career Launching Plan (2 ECs) -Career Launching Tools (1 ECs)	3 ECs
- Plan of Approach	
- LYCAR execution & report	5 ECs
	40 ECs

For the students who have started the electives pathway (generally February 2017/18 (662 intake) and earlier as well as 6713/6718 September 2017 fast track and 7813/7818 September 2018 fast track students):

Electives

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)	Wine Studies	
m)	Wild Card Course	
n)	Training Staff	
o)	Trend analysis: Future of Hospitality	
p)	Turn Around Management	
q)	Strategic Relationship Management	12 ECs*

Launching Your Career *(for students who started February 2017 (662 intake) or earlier):*

- Career Launching Plan 2 ECs
- Plan of Approach 3 ECs
- LYCAR execution & report 43 ECs

For students who start year 3 in February 2021/22 or later, the year 3 and year 4 structure is as follows:

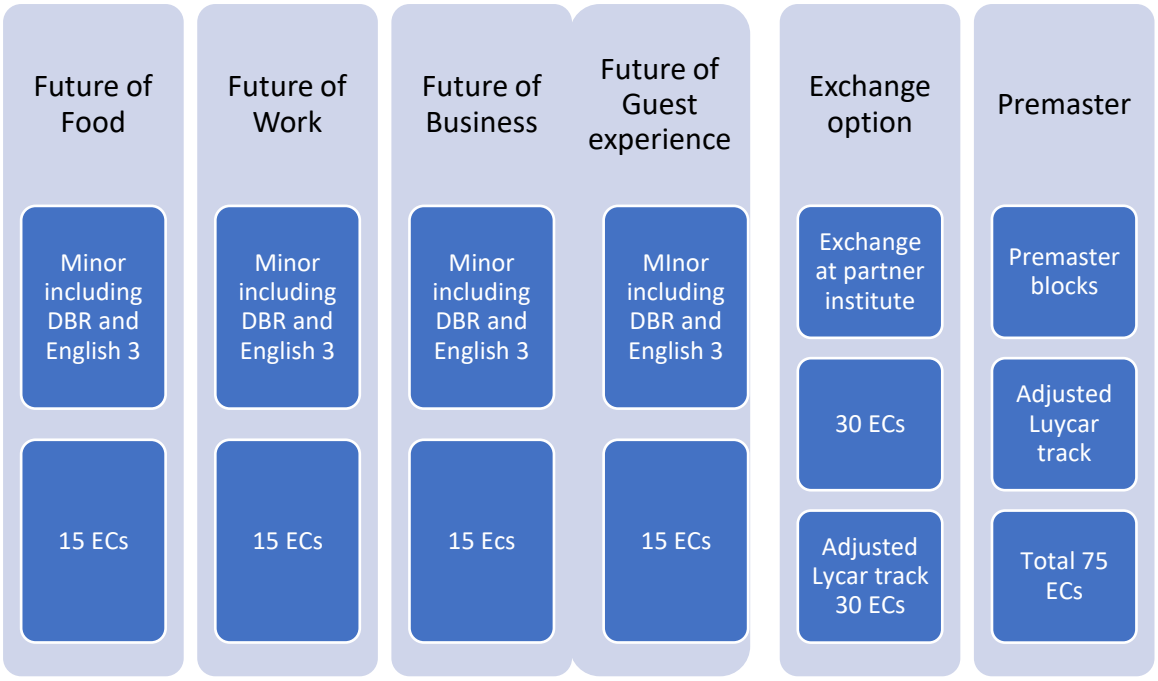
Year 3	
Business Transformation 1a & 1b	13
Business Transformation 2	13
Business Inspiration Days	2
Personal Development 3	2
Year 4	
Minor	12
Business English 3	3
LYCAR Proposal	15
LYCAR execution & report**	30
	90

1. New minors, elective packages & pre-master track

   The regular electives that were offered in academic year 2019-2020 were replaced by three minors and two electives packages starting from block A in 2020/2021. In academic year 2021/2022, students were able to choose from 4 minors and 1 elective package. In addition, students could also choose a pre-master track as well as the exchange option.

   The minors are an educational track meant to prepare students for their LYCar and their future career. While the minors differ in content, the set-up for delivery and assessment is comparable.

   In total there are six options to choose from, as depicted below. Whilst no pre-requisites apply to the minors and elective packages, students are selected for the pre-master track based on academic performance as well as a personal interview. Selection criteria also apply to the exchange programme. See EER article 4.6.a for further information on the pre-master and article 4.5.8 for the exchange programme.



The Premaster Track consists of the following courses:

- 45 EC LYCar, including traineeship, business project and academic research project
- 4 EC advanced data-analysis
- 5 EC research methodology
- 5 EC marketing management
- 5 EC strategy & organization
- 5 EC leadership & management

2. Overview new courses in Academic Year 2019-2020 based on PLOs:

Phase 1:
-Introduction to Human Resource Management
-Introduction to Design Research

Phase 3:
-Specialisation pre-master
-Specialisation Innovative Entrepreneurship
-Career Launching Tools

3. Overview new courses in Academic Year 2020-2021 based on PLOs:

- New minors of year 4
- DBR in year 4
- LYCar 20 in year 4
- Revised year 1 courses (starting February 2021/22)
- Revised year 3 courses ((starting February 2021/22)

4. Overview of new courses in Academic Year 2021-2022 based on PLOs starting February 2022:

- year 1 courses innovated curriculum (see Course Table)

- year 3 courses innovated curriculum (see Course Table).

Appendix 2 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, within 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 onwards, the official language of the educational programme would be English, taking into consideration the following factors:

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; The Bachelor programme has a particular international orientation; the labour market for which our students are being prepared has an international orientation; the Bachelor programme includes an intercultural exchange which is necessary for students to gain the proposed knowledge, insights and skills and the educational programme is provided in close cooperation with businesses with an international orientation;

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 an 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 Syllabus);

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.

Appendix 3 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, SOPs, 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

Professional Duty Category 1

Understanding the ins and outs of creating and providing hospitality
Focus • Providing hospitality • Primary quest-related processes and concepts
Central Question How to arrange everything around my guests
Main Stakeholders involved Guests
Specific Professional Duties, Processes and Projects • 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 - taking multiple aspects into account: strategy (also structure and culture), return, satisfaction of employees • Organizing guest 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 - 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)
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.

Professional Duty Category 2 Initiating and creating new hospitality products and services, independently, innovatively and in an enterprising manner
Focus Product development and innovation
Central Question How to develop and innovate my hospitality offer
Main Stakeholders involved Consumer (in different roles), competitor, supplier, owner
Specific Professional Duties, Processes and Projects • 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" The complexity of this duty is high, because of problems being non-routine, solutions being not standard and having a high risk factor
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.

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
Focus Environment and Strategy
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)
Main Stakeholders involved All
Specific Professional Duties, Processes and Projects • Initiate and use (market and other) research, national and international, by means of self-developed networks, information sources and carriers, in order to: - 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)
Professional (mid-term & end) Products (examples) Research proposal, plan of approach, SWOT, research report, strategic plan or advice

Professional Duty Category 4
Analysing hospitality company policy issues, translating these to internal objectives, and making concrete plans for implementation at the level of a department or business function

Focus
Departmental policies and plans

Central Question
How to translate strategy to departmental plans and policies

Main Stakeholders involved
Organization: management and staff

Specific Professional Duties, Processes and Projects

- Understanding organizational strategy at various dimensions and levels
- Analysing 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

Professional (mid-term & end) Products (examples)
Annual organizational plan; Annual departmental plan
Examples of policy plans per department:

- *Front Office*: budgeting and forecasting, reservation system, yield & revenue management, guest information system, guest relation and loyalty, guest satisfaction and complaint management
- *Housekeeping, Engineering and Security*: energy management, staffing, risk management, safety and security and loss prevention, resource acquisition and storage
- *Food & Beverage*: menu and production planning, HACCP and hygiene, budget and control (see also housekeeping)
- *Marketing and Sales*: sales, advertising, using interactive media, relation/account management, budgeting and control, packaging, yield and revenue, internal marketing, branding, public relations and distribution channels
- *Accounting, Financial and Operational Control*: property management, financing, control systems, insurances, taxes, accounting systems, management information systems, risk management, computers, purchasing, auditing and cash management
- *Human Resources*: employee relation and services, HRM information systems, performance rewarding
- *General Management*: SWOT

Professional Duty Category 5
Analyzing financial performance, the internal hospitality environment, information and processes to strengthen coherence and interaction (reciprocity)

Focus
Information analysis

Central Question
How to collect, analyse, interpret financial, economic and operational information in order to control and monitor

Main Stakeholders involved
Investors, regulators, HQ, owners, financial intermediaries, management

Specific Professional Duties, Processes and Projects

- 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.
  - Setting quantified factors (information) into Management Information Systems
  - Benchmarking
  - Understanding and applying unit cost/price calculations and structure
  - Yield management analyses

Professional (mid-term & end) Products (examples)
MIS design, management report (sales, management accounting, HR), financial statements, budget systems, balanced score card, SWOT

Professional Duty Category 6 Designing, controlling and improving organizational and hospitality business processes
Focus Organizational processes
Central Question How to run the hospitality organization, work structured and make plans (in the box)
Main Stakeholders involved Organization
Specific Professional Duties, Processes and Projects • Putting the hospitality products and services into practice, based on policies and taking into account: - logistic aspects, Occupational Safety & Health (Arbo) and safety aspects, technological developments, human technology, finance, architecture - input from suppliers, architects, regulators, internal departments • Controlling organizational processes by: - 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: - 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
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)

Professional Duty Category 7
Dealing with the power and influences of (external) stakeholders, such as the owners, banks, regulators, distributors, clients, society, etc. etc.

Focus
Accountability, Ethics, Social Responsibility, Sustainability

Central Question
How to arrange everything around owners and other stakeholders to control profitability and continuity of a sustainable hospitality business

Main Stakeholders involved
Owners, bankers, regulators, society, business clients, suppliers, distributers, VWA

Specific Professional Duties, Processes and Projects

- 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

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

Professional Duty Category 8
Optimizing human resources in light of the organizational strategy

Focus
Human resources

Central Question
How to arrange everything around my staff

Main Stakeholders involved
Organizational staff, regulators

Specific Professional Duties, Processes and Projects

- Managing In-flow:
  - 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:
  - 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:
  - Managing employee separations, downsizing and outplacement
  - Guiding employees is and when leaving the organization: outplacement, dismissal, resignation, early retirement
- Overall duties:
  - Analysing 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

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

Professional Duty Category 9 Developing, implementing and evaluating change processes in hospitality organizations
Focus Change
Central Question How to realize change, how to set the organization and employees going
Main Stakeholders involved Organizational staff
Specific Professional Duties, Processes and Projects • *Developing* a change process • *Implementing* a change process • *Evaluating* a change process • *Distinguishing* 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
Professional (mid-term & end) Products (examples) Plan of approach, implementation plan, project plan, social plan, evaluation plan

Professional Excellence Category 10
Putting into action and applying social, communication and language skills

Focus
Social and communicative skills

Central Question
How to apply the correct professional hospitality attitude in my communication and social professional situations

Stakeholders involved
All

Specific Professional Duties, Processes and Projects

- Cooperating in a professional environment
- Thinking along with goals and design of the organization, leading to demands with regard to the following characteristics: multi-disciplinarily and inter-disciplinarily, customer-oriented, collegiality and leadership
- Communicating internally, on all levels, effectively and in the common company language:
  - 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

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.

Professional (mid-term & end) Products (examples)
Conversations, speeches, debates, reports, letters and all written products, etc.
See all products of 1 - 9

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 • 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

Professional Learning Outcomes HTH PEP + EQ/AQ soft skills

PLO	(sub)PLO	Title	An HTH bachelor graduate is able to…	HTH PEP
A. Design based research skills/critical thinking	A1	Design based research skills	Make sense of a problem mess, analyse a (complex) problem and formulate feasible solutions by using a design based research approach	3
	A2	Analysing skills	Analyse and evaluate data/information using appropriate digital tools and make data-driven decisions.	3
	A3	Digital skills	Show reponsible behaviour regarding the use of digital tools for acquiring and sharing info	3
			Evaluate and use ICT accurately and creatively to support a hospitality organisation	
	A4	Innovation / creativity skills	Develop innovative and creative ideas, with an open mind, into feasible concepts that have an impact.	2
	A5	English skills	communicate effectively and persuasively in advanced English, in verbal and written communication	n.a.
B. AQ: adversity, resilience and perseverence skills	B1	Control	Shows proof of being able to give direction, take initiative in unpredictable, uncertain and/or unclear situations	2 (HTH specific)
	B2	Ownership	Takes responsibility in resolving problems, by focusing on where difference can be made personally, even if these problems are caused by others	2 (HTH specific)
	B3	Reach	Manages to keep balance and focus between personal and work related areas that are not affected by the adversities.	2 (HTH specific)
	B4	Endurance	Shows the ability to sustain a prolonged stressful effort or activity, despite difficulties, failure or resistance.	2 (HTH specific)
C. EQ skills (Thought leadership skills)	C1	Self-awareness	Show the ability to critically reflect on your own leadership skills, your work-life balance and your sustainable employability	3
			Substantiate your own position concerning ethical and social responsibility in a professional environment, based on explicit values and a moral consideration	3
	C2	Self-Management	Shows proof of life long learning and critically reflecting on one's own learning process (3)	3
	C3	Social awareness	Show the ability to participate in and contribute to the local community and global society as a responsible and accountable citizen.	3
			Show respectful behaviour in and value working with a diversity of people in cross-cultural decisions	3
	C4	Relationship management	Motivate, manage and coach peers /employees by applying feedback and leadership skills (incl. conflictmanagement).	3 (HTH specific)
			Collaborate effectively with all stakeholders, in different cultural, org, and political landscapes	2
D. Hospitality skills	D1	Guest centric	Shows a hands-on approach with a guest centric mindset	2 (HTH specific)
	D2	Enterpre-neurial behaviour	Shows enterpreneurial behaviour in hospitality operations: commercial thinking, acting and a drive to deliver results	2 (HTH specific)
	D3	Guest interaction	Use an additional language in social settings to support guest and employee interaction	n.a.
	D4	Project management	Apply project management- and other tools to lead projects in a complex and fast changing environment with multiple stakeholders.	3 (HTH specific)

Professional learning outcomes HTH PEP + IQ hard skills

	PLO	An HTH bachelor graduate is able to…	HTH PEP
Marketing, Sales & Distribution	1	Critically analyse customer data and consumer behaviour and use findings to formulate and execute marketing, communication, sales and revenue management plans.	2
	2	Design feasible hospitality concepts based on trend analysis and contribute to the continuous development of the industry	2
Finance, Accounting & Law	3	Critically analyse and interpret financial business fundamentals to optimise the financial performance of a hospitality business through the application of financial planning & control mechanisms.	2
	4	Take legal implications of hospitality management into account when making management decisions.	1
Operations Management	5	Manage, critically analyse and contribute to improve the efficiency and effectiveness of hospitality operations processes at operational, tactical and strategic level using available (information) technology.	2
Strategic Hospitality Management & Change	6	Identify and analyse trends inside and outside the hospitality industry and to translate these into a strategy and related policies in line with the vision of the organization.	3
	7	Is able to prepare, motivate and lead employees for continuous change, by applying agile working methods.	2
Leadership & People	8	Execute and evaluate the HRM policy in line with the organisational strategic goals to improve individual, team and organisational performance using feasible interventions.	2
	9	Interact with others constructively and effectively in realising common goals, respecting diversity and in dealing with continuous change.	2
Business Improvement	10	Improve hospitality industry by analysing a hospitality business related question with use of reliable sources, **data analytics** and an adequate research design **cycle**, resulting in an evidence based feasible solution or advice.	3
Management of Information	11	Interpret, **critically analyse** and produce management information from various data sources in an international hospitality business environment, **with emphasis on data analytics**	3

Appendix 4 Course evaluations

Course evaluations Bachelor Programme

Methodology

Survey of student satisfaction

Measurement

- E-mail send to students of assigned courses at the end of the block.
- Anonymous reply. Course evaluation questionnaires are set up anonymously.

For further information on the course evaluations, please refer to the Quality Policy Document.

Course table see separate appendix