



**HOTELSCHOOL
THE HAGUE**
Hospitality Business School

Hotelschool The Hague

Education and Examination Regulations
September 2023-2024,
for the
HBO Bachelor of Arts programme in Hospitality Management
(in Dutch: Bachelor Hotel Management)
CROHO-number: 34411

entering into force (retroactively) on 1 September 2023

Qualification (in full) Bachelor of Arts in Hospitality Management

Qualification (abbreviation) BA.HM

The Education and Examination Regulations (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 6 September 2023, following consent by the Co-Determination Council and the Education Committee on 5 September 2023

6 September 2023



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Chapter 9 Basis of the educational programme

Article 9.1 Purpose of the programme and competencies

The content of the educational programme is based on the professional profile for Hospitality Management as described in the Professional and Educational Profile (PEP) of Hospitality Management designed by the 6 Hotelschools in The Netherlands.

The educational profile of the hospitality management professional is described in terms of Programme Learning Outcomes (PLOs). Please refer to appendix 3 for an overview of the PLOs.

The categories are based on the "National Professional and Educational Profile 2017-2023" CROHO 34411, 20, Stichting Landelijk Overleg Hoger Hotelonderwijs.

This profile came about at the order of six Dutch Hospitality 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 six universities of applied sciences offering Bachelors in Hospitality Management are currently developing a revised Professional and Educational Profile. This profile will be implemented in the Bachelor in the near future.

Please refer to the appendices for a description of the Programme Learning Outcomes.



Chapter 10 Previous education, entry requirements, selection and exemptions

Article 10.1 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 10.2 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		
Applications from "MBO"		
H.O.M. (Horeca Ondernemer / Manager)	Regular selection day (* for 2.5-year programme, see article 10.6)	
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 "E&M" For candidates with a HAVO diploma "C&M" is mandatory	
Profile	HAVO	VWO
Cultuur & Maatschappij	Economie/Bedrijfseconomie. For older profiles Management and Organisation is admissible	2 nd modern foreign language
Economie & Maatschappij	2 nd modern foreign language	2 nd modern foreign language
Natuur & Gezondheid	2 nd modern foreign language	2 nd modern foreign language
Natuur & Techniek	2 nd modern foreign language	2 nd modern foreign language
Cultuur & Maatschappij without Economie/Bedrijfseconomie	The candidate has to provide the Admissions Office of the Hotelschool upon registration for our education proof of enrollment or achievement of an accredited accounting course (BKB certificate) OR a certificate HAVO or VWO 'economie/bedrijfseconomie'.	
If no 2nd modern foreign language	The candidate has to provide the Admissions Office of the Hotelschool upon registration for our education proof of enrollment for obtaining an official A2.1 language certificate according to the Common European Framework of Reference for Languages achieved at a language institute finalized with an official authenticated exam.	



Article 10.3 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 10.1 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 10.4 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 10.1 and article 10.2. The Admissions Office advises the Board of Directors in such cases.

Article 10.5 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 10.1 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 10.6 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). Students have to obtain an A1 level (Common European Framework) for Dutch, Spanish, French, German, Mandarin, Turkish or Arabic before graduation. This may have been part of their secondary school diploma or may be obtained through an official language institute. Students who do not have this level at the start of their programme, can refer to article 11.5.1 D.
3. 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
4. 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

Should the student be admissible, they must follow the four weeks Preparation Summer Course (PIFT) at Hotelschool The Hague. If this course is successfully completed, the student can start the IFT programme. The Board of Directors grants an exemption for the Propaedeutic phase of the Bachelor programme. For the Practical placement of 30 ECs, the Exam Committee may grant an exemption based on a student's prior (work) experience as part of an educational programme.

Article 10.7 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, considering the requirements the school poses regarding knowledge, understanding and skills necessary to obtain the degree as referred to in article .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 11 Content and organization of the programme

Article 11.1 Type of programme

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

Article 11.2 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 11.3 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 11.4 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 11.5 Structure of the Bachelor programme

1. A) Students starting from February 2021/22 (712 intake) onwards 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

Each year or phase comprises multiple courses for which students receive the associated number of ECs upon successful completion. For previous intakes, please refer to appendix 1.

B) Year 2 starts with a Practical Placement worth 30 ECs. This training takes place outside school.

C) Year 4 concludes with the graduation course "Launching Your Career" which also comprises an external placement component.

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 12.3). Due to the 2-year RDP requirement, students of the February 2021-2022 Intake (712 intake) must have successfully obtained 44 ECs from their year 1 courses to be allowed to start Practical Placement at the start of year 2.



For students who enter year 3 in **February 2021-2022 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;
- Launching Your Career (CLT/CLP) approved, or the course Personal Development has been completed successfully;
- Students are allowed to have a maximum of 15 ECs open prior to the start of Lycar (following the exam review of the previous block's assessments);
- Students can only participate in the Lycar Final Event (last exam at HTH) when all other assessments have been completed successfully and the ECs have been awarded.

All IFT students must have submitted official proof that they successfully obtained an A1 level certificate in a second foreign language in the period between three years prior to their application to the programme and their final block at HTH before they are eligible to take part in the LYCar final dissemination event and receive their grades for LYCar Company Project and Career Portfolio.

2. The path the student follows is determined by the school.
3. In year 4 the student must pass a minor course with a total worth of 12 ECs (academic year 2023-2024). 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. For students following the 75 ECs Pre-master track, the minor component of this track consists of the courses specified in article 10.7.a.3
4. In year 4, students can follow an exchange programme instead of a minor (starting block A 2022-2023).

Students will be offered an exchange option during their minor block in year 4 of 15 or 30 ECs at a selected partner university (number of ECs is depending on the offered programme per partner university). The exchange programme replaces the minor block (15 ECs) and if applicable 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 15 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 course Personal Development 3.

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 11.6 Structure of the International Fast Track Programme

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

For students of the 2021-2022 intake (student numbers 7113/7118) and later the following structure applies:

YEAR 2	
Revenue Planning and Commercial Strategy	5
Finance 2	5
Hotel Budget Plan	6
Entrepreneurial Business Plan 1 & Plan 2	6
Project Management	3
Personal Development 2	2
Extended Data Analysis	3
MO Leadership and Operations and Research Lab	30
YEAR 3	
Business Transformation 1	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
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 2018-2019 (781 intake) and later 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 10.6.3, the Board of Directors grants exemption for the Propaedeutic phase (60 ECs). For the Practical placement of 30 ECs, students need to apply for an exemption via the Exam Committee.

Article 11.7 Pre-master Track

Article 11.7.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 programmes Business Administration at the UvA
 - MSc programmes at Rotterdam School of Management (Erasmus University)
 - Nyenrode Business University MSc programmes 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 programmes. For the MSc International Management – CEMS programme at Erasmus an additional selection at RSM is required. The same applies to selection for the Honours Programme Sustainability that connects to the MSc programmes in Business Administration at the UVA.

Remark: Some of the programmes at UvA and Erasmus might have a general cap on some of their MSc program. Access is on a first come first served basis.

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. For students that participate in the Pre-master track, the progress requirement to start the 30 EC PTBP-20 LYCar is as follows: All year 1 courses, and all year 2 courses. Including PRD PMC (CLT/CLP) or PD3 approved. Students are accepted to the programmes mentioned in 3.7.2.a.1, only after they have successfully completed the full Pre-master Track. Students also need to have completed the entire bachelor programme.
3. Successful completion of the Pre-master Track is defined as completing the 75 ECs pre-master track within 1 academic year after enrolment in the pre-master track and with all the individual Pre-master courses completed within a maximum of 2 exam chances. Upon successful completion, the student receives a Pre-master certificate.
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. Should a student not fulfill the criteria for successful completion of Premaster Track, the following applies:

In order to qualify for the HTH bachelor diploma at least the following courses within the 75 ECs Pre-Master track need to be completed:

- A) The 15 ECs minor component of the Premaster track. For Pre-master students that started the programme in February 2021-2022 and later this means completing the following courses:
 - Marketing Management (PMM, 4 ECs)
 - Leadership & Management (PLM, 5 ECs)
 - Design Based Research (DBR, 3 ECs)
 - Business English 3 (3 ECs)
- B) The 45 EC LYCar component of the Premaster track:
 - LYCar Academic Project (PRP, 15 ECs)
 - LYCar traineeship and business project (PTBP, 30 ECs)



If the additional courses of the Pre-master track are completed after 1 year of enrolment in the pre-master track and/or using more than 2 exam chances, these courses will appear on the HTH bachelor grade list. The exam committee has to approve any deviations from this transition regulation.

6. The Pre-master Track comprises a total 75 ECs of which 60 ECs are covered by the regular Phase 3 bachelor program (i.e., the 15 ECs minor component and the 45 ECs LYCar component), see also 11.7.a.3 for a specification, and 15 ECs which are additional to the regular bachelor program.
7. For students starting the Premaster programme in February 2021-2022 and later, the premaster will be structured as follows:

Year 3 (Post Propaedeutic Phase):

Business Transformation Analysis	13
Business Transformation Solutions	13
Personal Development 3	2
Business Inspiration Days	2

Year 4 (Post Propaedeutic Phase):

Business English 3 (part of 15 EC minor)	3
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 11.8 Composition of the assessment programmes

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

Article 11.9 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 3.6 and 3.7 on the steps in the first year after a course is phased out or revised. Please refer to Appendix 6 for the transition regulations currently applicable.



Chapter 12 Study advice and student tutoring

Article 12.1 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 at or outside the school.
2. In addition to the advice named in the first paragraph, 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 12.2 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 WHW 7.8b, 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 request to be enrolled 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 12.3 Conditions binding RDP

1. The student who started the Bachelor programme on 1 September 2021-2022 (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. Please refer to the appendices for the RDP norm of previous intakes.
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 report special personal circumstances in a timely manner cannot invoke these circumstances once the binding RDP has been issued, unless these personal circumstances have in fact 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 special personal or extraordinary circumstances, then the RDP decision will be extended till the following academic year later.
 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 circumstances 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.

Students who started with Intake 2020-2021 (intake 702) and earlier, can find the conditions for the binding Recommendation to Discontinue the Programme (RDP) in Appendix 7.

Article 12.4 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 also has meetings with his 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 12.5 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 12.3, first paragraph.
2. The timetabling of the study programme is leading. Students are not allowed to follow courses from different phases (year 1, year 2, year 3 or year 4) at the same time.

Article 12.6 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 four 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 5.

Article 12.7 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 13 Assessments

Article 13.1 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:
 - Students are offered two chances to take an assessment.

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

Table 3. Assessment opportunities

Students enrolled in Propaedeutic Phase - Intake September	Block A, B, C, D and Round-Off week
Students enrolled in Propaedeutic Phase – Intake September	Block C, D, A, B and February Start-Up week
Students enrolled in Post-Propaedeutic Phase	Block A, B, C and D
Student enrolled in Post-Propaedeutic Phase who still need to re-sit Year 1 assessment can also make use of both the Round-Off week and February Start-Up week.	

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.
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 2019-2020 (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 allowed to re-sit assessments of their previous semester during weeks 9, 10 (and where applicable 11) of their blocks of practical training, provided they inform their instructors in week 4 of said block about the days/times of their re-sit. This rule applies up to and including block 2023-2024 B. As from block C 2023-2024, students will not be allowed to take part in any re-sit assessments during their PE block.



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 applicable to all components of one single course 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 13.2 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 he has not registered, the assessment will be declared invalid by the Exam Committee.
6. If a student is not or no longer enrolled as a student at Hotelschool The Hague and still takes part in an assessment, his 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 his assessment opportunity within six weeks after the assessment. Evidence of illness and force majeure is required within the legal requirements of the GDPR. Special circumstances have to align with those mentioned on the exam committee worksite. Extra chance only when 2 chances are taken (sit and resit). In case of severe proven circumstances (at the advice of counsellor) an extra chance can be given and can be deviated from the 2 chances taken.
8. All exam registrations are automatically for the campus a student is located at so students need to sit their exam at the campus as they are registered. A student must submit a request to deviate from this rule with the Exam Committee six (6) weeks prior to the assessment date. Exemptions are based solely on special, pressing personal circumstances.

Article 13.3 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 (no longer applicable in academic year 2023/24)

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 13.1.4.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 13.4 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 13.5 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 seven 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.



Chapter 14 Grades

Article 14.1 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 14.2 Post-Propaedeutic Exam (WHW article 7.10)

1. A student has passed the post-propaedeutic exam, if the Exam Committee determines that he has met the requirements of all courses of the post-propaedeutic Phase. 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, he has 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 14.3 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 14.4 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 14.5 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. the components included in the exam;
 - c. the degree that is 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.



APPENDICES EER Bachelor Hospitality Management, CROHO-number:34411

Appendix 1 Course overview and ECs

For students prior to the intake February 2021-2022, 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)

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 2021-2022 (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
Hospitality & 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	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 2021-2022 (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



Students from intakes February 2021-2022 (712 intake) and later follow the following programme:

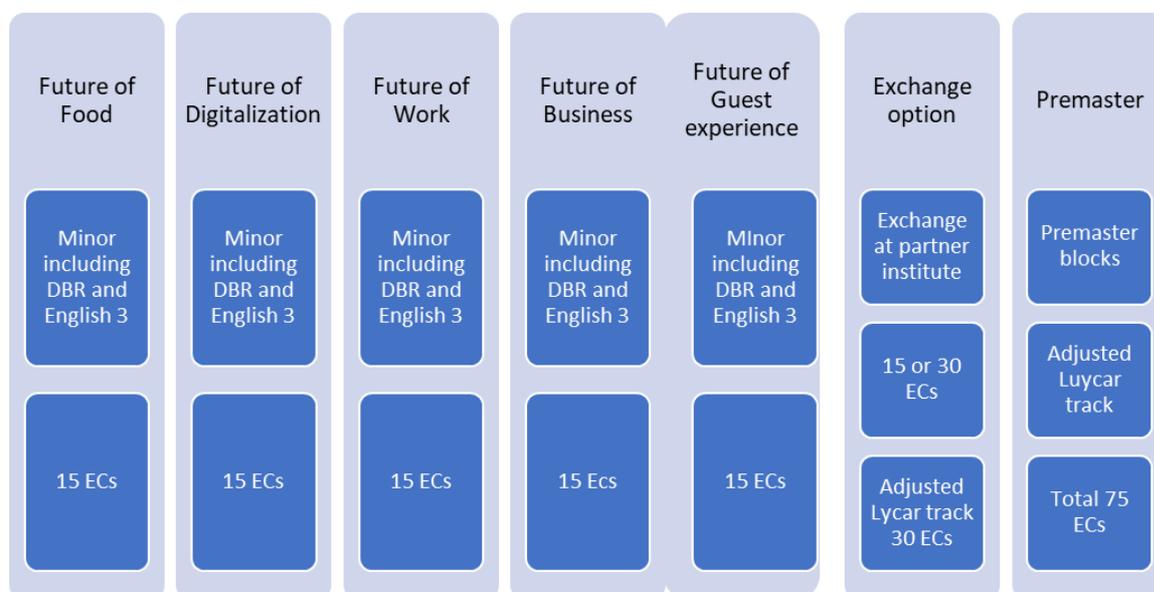
YEAR 2	ECs
Practical Placement	30
Revenue Planning and Commercial Strategy	5
Finance 2	5
Hotel Budget Plan	6
Entrepreneurial Business Plan 1 & Plan 2	6
Project Management	3
Personal Development 2	2
Practical Placement	30
Extended Data Analysis	3
Year 3	
MO leadership	15
Operations and Research Lab	15
Business Transformation 1	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
Full bachelor curriculum	240

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 elective 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 11.7.a for further information on the pre-master and article 11.5 paragraph 4 for the exchange programme.



The Premaster Track consists of the following courses:

- 45 ECs LYCar, including traineeship, business project and academic research project
- 4 ECs advanced data-analysis
- 5 ECs research methodology
- 5 ECs marketing management
- 5 ECs strategy & organization
- 5 ECs 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 PLO's:

- New minors of year 4
- DBR in year 4
- LYCar 20 in year 4
- Revised year 1 courses (starting February 2021-2022)
- Revised year 3 courses ((starting February 2021-2022)
- Revised year 2 courses (starting February 2023-2024)



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 Hotelschool The Hague / Educational plan: Programme Learning Outcomes and PDCs & PECs

Please find below the PLOs of the BA.HM as adapted from the general Professional and Educational Profile Hospitality Management for Hotelschool the Hague. Please note that the levels in the last column refer to the level of autonomy and complexity as described in the AUCOM model (Bulthuis 2011).



Programme 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 responsible 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 perseverance 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 entrepreneurial 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)



Programme 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



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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Creating experiences in and with the primary processes of a hospitality organization;• Translating goals and objectives with regard to the desired appearance / concept / theme of the hospitality organization/chain in the environment, aiming at particular target groups to achieve a market position;• Designing a service / hospitality concept to create a guest experience in hospitality - 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<ul style="list-style-type: none">- Observing and analysing needs and wants of guests, involving the guest in the analysis and possible solutions- Designing a solution (a hospitality offer, product, service, event,) and taking care of planning and implementation- Evaluating the guests' experiences and satisfaction, in order to (further) improve the solution or offer- Handling critical situations with guests, providing alternative solutions or offers• Being a contact person for important guests and relations; communicating with guests• Guiding employees in showing hospitable behaviour (fulfilling an exemplary role)
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 <ul style="list-style-type: none">• Gaining insight in developments in needs, benefits, objectives, wants (et cetera) and experiences of (potential) guests• Initiating and creating – independently – innovative hospitality concepts, products and services to fulfil guests' needs• Creating value by making use of opportunities and by understanding yourself and the environment• Using imagination, sensitivity, creativity with regard to "experience and high touch" 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 <ul style="list-style-type: none">• Initiate and use (market and other) research, national and international, by means of self-developed networks, information sources and carriers, in order to:<ul style="list-style-type: none">- keep up with, analyse and recognize new developments, trends and changes with regard to Hospitality, Food and Beverage, service provisions, et cetera- anticipate and develop a vision, together with other managers and employees, on those developments, and- respond properly by deciding on relevancy of developments based on context of organization• Develop strategy for a hospitality company as a whole (corporate, network)• Understand the implication for lower level strategies (business, functional)
Professional (mid-term & end) Products (examples) Research proposal, plan of approach, SWOT, research report, strategic plan or advice



<p>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</p>
<p>Focus Departmental policies and plans</p>
<p>Central Question How to translate strategy to departmental plans and policies</p>
<p>Main Stakeholders involved Organization: management and staff</p>
<p>Specific Professional Duties, Processes and Projects</p> <ul style="list-style-type: none"> • Understanding organizational strategy at various dimensions and levels • 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
<p>Professional (mid-term & end) Products (examples) Annual organizational plan; Annual departmental plan Examples of policy plans per department:</p> <ul style="list-style-type: none"> • <i>Front Office:</i> budgeting and forecasting, reservation system, yield & revenue management, guest information system, guest relation and loyalty, guest satisfaction and complaint management • <i>Housekeeping, Engineering and Security:</i> energy management, staffing, risk management, safety and security and loss prevention, resource acquisition and storage • <i>Food & Beverage:</i> menu and production planning, HACCP and hygiene, budget and control (see also housekeeping) • <i>Marketing and Sales:</i> sales, advertising, using interactive media, relation/account management, budgeting and control, packaging, yield and revenue, internal marketing, branding, public relations and distribution channels • <i>Accounting, Financial and Operational Control:</i> property management, financing, control systems, insurances, taxes, accounting systems, management information systems, risk management, computers, purchasing, auditing and cash management • <i>Human Resources:</i> employee relation and services, HRM information systems, performance rewarding • <i>General Management:</i> SWOT



Professional Duty Category 5 Analysing 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 <ul style="list-style-type: none">• Analysing 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• Analysing data: recognizing a trend in data, identifying possible reasons for (operational or financial) problems or trends in data, seeking out all relevant information when trying to understand business problems or issues• Identifying influences from the hospitality environment on the primary processes in the own organization (Food & Beverage, Rooms Division, Sales and Marketing, HRM)• Indicating information flows, including external parties and the Plan-Do-Check-Act cycle• Using Management Information Systems to support and facilitate the abovementioned duties, e.g.<ul style="list-style-type: none">- Setting quantified factors (information) into Management Information Systems- Benchmarking- Understanding and applying unit cost/price calculations and structure- Yield management analyses
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 <ul style="list-style-type: none">• Putting the hospitality products and services into practice, based on policies and considering:<ul style="list-style-type: none">- 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:<ul style="list-style-type: none">- establishing rules and procedures- describing tasks and responsibilities- making sure those tasks and responsibilities will be performed- fine tuning with head office and internal quality policies and plans• Improving organizational processes:<ul style="list-style-type: none">- analysing and evaluating supportive systems (accounting system, reservation system, etc.), procedures and processes- formulate proposals to improve processes & hospitality offer, based on strategy, policies, quality research and quality plans
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, distributors, VWA
Specific Professional Duties, Processes and Projects <ul style="list-style-type: none">• Reporting techniques• Understanding the ownership structure and the interests of the owner• Representing corporation / owner(s)• Dealing with corporate politics• Account management• Managing the relationship with the community (locally, regionally, globally)• Developing and applying a business Ethical Code with regard to professional attitude behaviour• Doing business and managing the organization according to international hospitality business ethics• Designing, implementing and managing policies for corporate social responsibility• Understanding, developing and applying "Green management" for own hospitality business
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 <ul style="list-style-type: none"> • Managing In-flow: <ul style="list-style-type: none"> - Human resource planning: ensuring that the organization has the right amount of people and right kind of people to deliver a particular level of output or services in the future (labour demand versus labour supply) - Recruiting, selecting, hiring and socializing employees, fitting the (desired) organization culture and corporate identity • Managing Through-flow: <ul style="list-style-type: none"> - Making job profiles and a job structure of the organization - (Organizing the) training, developing and coaching of employees - Developing and applying appraisal systems, setting performance goals, rules, criteria, etc. etc. - Applying and monitoring rewarding, compensations and benefits, understanding salary records - Employee satisfaction survey - Analysis of HR ratios, checking and reporting absence and turnover - Applying and controlling Health and Safety law • Managing Out-flow: <ul style="list-style-type: none"> - Managing employee separations, downsizing and outplacement - Guiding employees in and when leaving the organization: outplacement, dismissal, resignation, early retirement • Overall duties: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none">• <i>Developing</i> a change process• <i>Implementing</i> a change process• <i>Evaluating</i> a change process• <i>Distinguishing</i> different steps in the change process (for example Plan-Do-Check-Act <the Deming circle>), taking the business view into account as well as the internal operation implementation, to reach the desired change in a controlled way• Understanding the roll and influence of organizational cultures and ways to use and improve this• Dealing with resistance, listening, persuading, communication, influencing, etc. etc.• Mastery of other language
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 <ul style="list-style-type: none">• Cooperating in a professional environment• Thinking along with goals and design of the organization, leading to demands with regard to the following characteristics: multi-disciplinarily and inter-disciplinarily, customer-oriented, collegiality and leadership• Communicating internally, on all levels, effectively and in the common company language:<ul style="list-style-type: none">- developing and writing plans and memo's, informing, consulting, creating support, stimulating, motivating, convincing, putting decisions into words• Being able to communicate in English and in one or more other foreign languages, in accordance with the Common European Framework for Languages <p>This task (competence) will almost always be executed in combination with another task (competence). See for the appropriate context, tasks, knowledge, skills and attitude that specific competence.</p>
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 <ul style="list-style-type: none">• Taking control and regulate one's own development with regard to learning, result-oriented working, taking initiative and performing independently, flexibility• Reflecting on and taking responsibility for own acting, indicating commitment and critical self-assessment• Developing a professional attitude, including normative cultural aspects, respect for others, professional code and ethical principles for professional acting• Contributing to further professionalization of the industry by means of active participation in professional associations, publications, contributions to seminars et cetera
Professional (mid-term & end) Products (examples) Professional attitude; see all products of 1 – 9



Appendix 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.



Appendix 5 Course Table

Course table; see separate document.



Appendix 6 Transition Table

The general transition regulation is as follows, students are given one year in which they have two exam chances per open subject to obtain the ECs they are missing from the old curriculum. The assessments will be offered at least 2 times per academic year and will meet the EER requirements (articles 3.6 and 3.7 of form and content guarantee).

For group assignments, a replacement individual assignment might be offered pending approval of the exam committee per individual assignment.

Following the one year of additional assessments, based on the fact that the revised courses are of a different EC structure and have new learning goals, as a general rule, students will be expected to transfer to the new curriculum if they have unable to obtain the missing ECs of a particular year when the assessments are no longer offered.

For a detailed overview of the transition between specific courses, please refer to the Transition Table (separate document).



Appendix 7 Conditions binding RDP intake before September 2021-2022

The student who started with Intake February 2015-2016 (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 2017-2018 (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 2020-2021 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.

What: RDP decisions deferred for two years

For whom: The RDP policy has been adjusted for students of Intake September 2019 (791) and students of Intake February 2020 (792) as well as for students of Intake February 2019 (782) who received an RDP extension.

Students in the September Intake of Academic Year 2020-2021 (701) as well as the February 2020-2021 Intake (702) also benefit from the postponed RDP procedure.

In addition, the students in the September (711) and February (712) Intake of academic year 2021-22 also fall under this procedure.

The deferred RDP applies to all students who do not already meet the RDP requirements after 1 year. All students who do meet the RDP requirement after 1 year will be sent confirmation of having met the RDP requirements.

Why: To ensure the timeframe for meeting the RDP requirements for the intakes concerned is feasible

Deviation from: EER article 12.3

Adjusted RDP policy

Version: updated 29 September 2022

CONTEXT

Due to the Covid-19 pandemic and following the service document 7.0 as well as 8.0 issued by the Ministry of Education, Hotelschool The Hague has decided to adjust the RDP policy.

This adjusted RDP policy applies to students of Intake September 2019 (791) and students of Intake February 2020 (792) as well as to students of Intake February 2019 (782) who received an RDP extension.

Students in the September Intake of Academic Year 2020-2021 (701) as well as the February 2020-2021 intake (702) also benefit from the postponed RDP procedure.

In addition, the students in the September (711) and February (712) Intake of academic year 2021-2022 also fall under this procedure.



The higher education service document 7.0 leaves room for educational institutions to adapt and postpone the RDP requirements in order to anticipate on the situation that students may encounter study delay due to the Covid-19 measures.

The Covid-19 pandemic has led to a number of measures which deviate from the regular Education and Examination Regulations as stipulated in the EER Bachelor of 2022-2023 version date 11 July 2020.

The EER Bachelor 2020-2021, article 12.3, provides the possibility to waive an RDP due to special personal circumstances of the student if that particular student has notified Hotelschool The Hague timely about his personal circumstances (WHW art 7.8B lid 3).

EXECUTION

The requirements to be allowed to continue a student's studies will be applied in two steps; all students from September 2019 (791), February 2020 (792) as well as September 2020-2021 (701) and February 2020-2021 (702) Intakes who meet the regular RDP requirements of obtaining 51 ECs including CBV after 1 year (31 August 2020 for 791, 14 February 2022 for 792 intake and 31 August 2021 for 701 intake and 15 February 2023 for 702 intake) will receive confirmation that they have met the RDP requirements.

For the students from the Intake September 2021-2022 and later, the required RDP norm for year 1 is 51 ECs. The September Intake (711) has until 31 August 2022 to obtain 51 ECs, whereas the February intake (712) has until 28 February 2023.

All students from above mentioned intakes who do not meet the regular RDP requirement of 51 ECs (if applicable including CBV) after one year, will be entitled to a deferred RDP as follows: Students of Intake September 2019 (791) and February 2020 (792) as well September 2020-2021 (701) and February 2020-2021 (702); September 2021-2022 (711) and February 2021-2022 (712) who have not met the regular RDP requirements, need to obtain all 60 European Credits for year 1, two years after the start of their studies. For the September 2019 Intake this will be at the end of block D of Academic Year 2020-2021 (31 August, 2021) whereas for the Intake February 2020 (792) this will be at the end of block B of Academic Year 2021-2022 (Start-up week February, 14 February 2022). For the intake September 2020-2021 (701 intake), the date will be at the end of block D of Academic Year 2021-2022 (31 August, 2022) whereas for the February 2020-2021 (702 intake) this will be at the end of the Round Off week of block B (date 15 February 2023). For the September 2021-2022 Intake (711) the end of the 2-year period is 31 August 2023, whereas for the February 2021-2022 Intake (712) this is 28 February 2024.

These requirements replace the RDP requirements as described in article 5.3 of the EER. However, the RDP procedures described in article 12.2 & 12.3 remain in place.

Students who fail to meet the RDP requirements at said times will receive a Requirement to Discontinue the Programme (RDP).

Personal tutors and Study Progress Coordinators (SPCs) have been employed in case students are encountering a study delay and pertain to one of the student intakes as mentioned above. The students are actively invited to discuss how study delay can be minimized and to explore what kind of personal guidance they need to complete their studies within nominal time.



Appendix 8 Rules pertaining to correct proceedings during assessments

(For additional information please refer to the worksite of the Exam Committee on Myhotelschool.nl)

- Make sure to be present in the exam room 20 MINUTES IN ADVANCE, before the official exam start time, allowing yourself ample preparation time. **You are not allowed to enter the exam room after the official start time of the exam** (please make sure to be present 20 minutes in advance).
- Make sure you have installed THE LATEST VERSION OF ANS (you can do this any time before the exam by starting the Onboarding Test (on Demo Tests & Quizzes / Onboarding worksite).
- Make sure you are connected to the Wi-Fi network Eduroam. Please use: your full email address: (student number)@hotelschool.nl + your usual (HTH network) password.

PLEASE NOTE:

- Per 50 minutes exam time, +5 minutes are added to the exam time to cover for solving potential (technical) issues
- Toilet breaks are not allowed during 50 or 100 minutes exams.

SUPPORT BEFORE/DURING/AFTER THE EXAM

If you experience a TECHNICAL ISSUE during your exam, RAISE YOUR HAND to notify an invigilator. Content questions may not be asked during assessments.

During the exam (IT) support is available on location

If you experience a network connection speed issue, run the Ookla connection speed test on <https://www.speedtest.net/> and take a screenshot of the results. Notify the invigilator. You will be escorted to the helpdesk. If the issue can't be solved in time, you can claim your exam chance back with the Exam Committee.



Appendix 9 Educational Framework

Educational Framework; see separate document.