Quality Agreement (QA) Annual Report 2023

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1   Evaluation Quality Agreements 2023

1.1   Content focus of Quality Agreements

With the September 2022 appointment of Mr Quinten Bunschoten, Dean and member of the Board of Directors, a review process of the Quality Agreements commenced at the beginning of 2023.

The goal of the review was to:

1. Simplify the overall Quality Agreement project set up.
2. Ensure a stronger alignment with our core business to further enhance the quality of our education.
3. Commence the transition of the Quality Agreement themes and projects to our regular school operations with co-ordination being transferred to one main responsible manager.
4. Prepare the organisation for the transition towards the Institutional Plan 2024-2027.

The review involved all project leads (or representatives) presenting their milestones and challenges with the audience, which included students, Bachelor Manager, Ms. Uyterlinde and the Co-Determination Council. It was important to recognise the progress, achievements and deliverables with the conclusion being that Hotelschool The Hague required a more simplified approach, focused on the core business of the bachelor curriculum for the 2023 and 2024 period.

Hotelschool proposed a more simplified quality agreement project set up for 2023 and 2024, that enhanced the quality of the educational offering, strengthening the intensive, small-scale educational approach and improved the curriculum offering for the students.

By consolidating the 6 themes and 13 linked projects (see overview below) under the Student Support Manager, Ms. Uyterlinde it assisted with the transition of the projects into the organisation's 'business as usual' for the conclusion of the quality agreement funding in 2024.

This consolidation had the bonus of saving in co-ordination hours, which have been better invested in output rather than process.
We also believed the revised proposal best reflects the intention of the Study Loan Act in the fact that it helped HTH to improve or boost several initiatives in 2023, which were therefore finalised in the year and served to best meet our strategic objectives in the transition to the new strategic cycle of 2024 - 2027.

A good example for boosting such an initiative is the Lycar Knowledge Sharing Community or the real-life case project, which have been intensified and boosted with the QA funding, successfully finished in 2023 and embedded into the usual running business from that moment onwards.

The revised set-up was presented to the Co-Determination Council of Hotelschool The Hague in May 2023. A constructive meeting took place and additional clarifications were sought.

The final revised Quality agreements plan was approved by the Board of Trustees on 29th of June 2023, consented by the CDC on 6th of July 2023 and the final decision was made by the Board of Directors on 6th of September 2023.

Please find the 6 themes with 13 projects for 2023 below:

Theme 1: Intensive and small-scale education.
This theme includes the important projects of blended learning, real life cases and promotion of the sustainable development goals.

Theme 2: Coaching of Students.
This theme includes the important focus on the well-being of our students in terms of a customised student support in teams of a tutor office and improved placement experience.

Theme 3: Study Success
This theme is focused on improving the study success of our students. We believe chances of study success are greatly enhanced when students develop their EQ and AQ, therefore Themes 2 and 3 have a high interdependence.

Theme 4: Educational Differentiation
This theme is about educational differentiation. A key focus within that theme is The Extra Mile, the extracurricular activities. The Premaster initiative and specialised minors, which will help our students their future.

Theme 5: Educational Facilities
This theme is about digital transformation. A virtual learning and sharing environment, a place where staff, students, research, and industry can come to connect, collaborate, contribute, co-create and share.

Theme 6: Professionalisation of Lecturers/Instructors
This theme is focused on our Faculty, as our Faculty play an essential role in the delivery of our intensive, small-scale curriculum and campus experience.

1.2   Management focus of Quality Agreement Projects

1.2.1   Revised structure

Over the years, the 6 QA topics with its subprojects were managed by the Quality Agreements Team, which consisted of a member of the Board of Directors, a member of the Bachelor Management Team and a lecturer.
After an extensive evaluation within the project team and involved stakeholders at the beginning of 2023, the decision was made to appoint one manager responsible to streamline the communication, get a clear focus on the output of the different projects and support the last phase of the projects instead.
This decision was especially made to guarantee a clear focus to either round off the projects or further embed them in the curriculum for the last two remaining Quality Agreement years (2023 & 2024) within Hotelschool The Hague.

The manager had quarterly meetings with one member of the Board of Directors to update and report on this process.
Regarding the project lead roles, the decision has been taken to combine similar projects and appoint one project lead instead of one per project to ensure a broader helicopter view on the projects itself.

One can find all involved stakeholders in the overview below :

Quality Agreements involved stakeholders		
Name Project ▼	**Name** ▼	**Function** ▼
	Lydia Uyterlinde	Overall Coordination
	Isabel Veth- Barchewitz	Overall Coordination
Real Life Cases	Jan Huizing	Project Lead
Blended Learning	Navneet Rathee	Project Lead
Sustainable Development Goals	Simone Williams	Project Lead
	Arjan van Rheede	Project Lead
Tutor Office	Deborah Verschoor	
Improved placement experience	Dominique ter Meulen	Project Lead
Study Success	Silvia Paoletti	
Extra Mile Office	Isabel Veth - Barchewitz	Project Lead
	Jasper Quarre	Student Assistant
	Bouke van de Waard	Student Assistant
Pre- Master + specializations	Luuk Albers	Project Lead (Pre Master)
	Simone Williams	Project Lead (Minors)
	Cora Pearce	Project exchange
Invest in virtual learning	Navneet Rathee	
Invest in virtual learning	Meike Ziemann	Student Assistant Dx Hub
Invest in virtual learning	Euan Fricke	Student Assistant Dx Hub
Invest in virtual learning	Aaron Jamwal	Student Assistant Dx Hub
Proffesionalisation of Lectures + extra time for professional learning	Reinier van Dieren	Project Lead

The project leads updated and reported to the manager via the managing system Monday.com throughout the year and at the end of the year in an induvial evaluation project meeting.

1.2.2   Quality Agreements Inspiration Days
To get valuable feedback from the broader community, e.g., members from the Board of Directors, Bachelor Management Team, students, CDC members but also other (non-) teaching employees, about the Quality Agreements Project, two Quality Inspiration Days were held on 22 February and on 18 December 2023 live on campus.

During these events the project leads presented updates, milestones, challenges and plans for the upcoming year (in December version) to the audience and got important feedback on their projects, which was taken into consideration afterwards.

1.2.3   Management reporting system
The key advantage of the Monday.com system is transparency regarding each project team's budgeting, planning, progress, self-evaluation, and feedback.
Effectively, the system helps to shape workflows for each project, allows adjustments to shifting needs or challenges faced, enables collaboration amongst the project teams, and is totally clear so that the manager responsible for the QA and project leads can view the progress of each project at any time. In other words, the system allows constant inspection and monitoring of the QA projects.

2   Quality Agreements highlights 2023

Theme	Project	Highlight 2023
Theme One: Intensive and small-scale education	Blended Learning	30 + videos and photography were produced in the HTH AV studio
	Real Life Cases	Real life case typology has been developed and introduced throughout the curriculum. Extensive course development and redesign has been conducted Effective project round off
	SDGs	Annual Sustainability report. Various SDG related events, for instance fund raising action by rescuing apples (1250 € for charity).
Theme Two: Coaching of Students	Customised Student Support	Improved, better communication and alignment amongst stakeholders
	Improved Placement Experience	Vacancy portal renewed, more effective link and communication between students and placement office.
Theme Three: Study Success	Learning Community Study Success	Successful launch and student engagement on online student success platform
	Lycar Knowledge Sharing	Effective project round off
Theme Four: Educational Differentiation	Premaster's & Minors	95 % success rate of pre-master programme
	The Extra Mile	50 internal/ external events. Biggest event TEDx talk with 6 external speakers and 100 participants
	Customised English Training	Effective project round off
Theme Five: Educational Facilities	Hotelschool Anywhere	Digital Transformation Hub introduced
Theme Six: Professionalism of Faculty	Professionalism & Learning Communities & Customised Learning Development	Integration of HTH Learning into HR Developing HTH Academy

3 Financial Review 2023

3.1 Budget & Realisation 2019- 2023

Hotelschool The Hague invested resources to improve the quality of the education over the years, as part of the Study Loan Act, agreed between the Universities of Applied Sciences and the Ministry of OCW. Please find below (page 10) an overview of the budgeted and actual costs for the full Quality Agreement cycle since 2019.

As one can see especially in the first theme Intensify & small-scale education the allocated budget increased to boost the theme. As a result, in this theme the real-life case project has been successfully rounded off and fully embedded in the curriculum.
Next to that the projects knowledge sharing Lycar and customised English training had been positively completed.

Hence, these 3 important projects are part of the usual business situation of Hotelschool The Hague from 2024 onwards and do not fall under the Quality Agreements anymore.

Hotelschool The Hague invested own resources in 2015-2017 to improve the quality of the education, as part of the Study Loan Act, agreed between the Universities of Applied Sciences and the Ministry. One of the pre-investments was the appointment of 5,5 fte's extra faculty members to improve the quality of the education. These extra fte's continued over the years and are part of the quality agreements until 2024.

In the Quality Agreement year plans and reports from 2019 until 2022, these pre-investment costs were not mentioned specifically as these were seen as sunk costs, which were recurring every year. Hence there is a difference between the actual amount received and the amount explained in the financial overview per year.

In the table on page 10 the following is added compared to the overview in previous annual reports.

Euros are in Thousands	2019		2020		2021		2022		2023	2023	2024
version: 16 Feb. 2024	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted
Quality agreements (x 1.000)	2019		2020		2021		2022		2023	2023	2024
Total extra funds available for HTH from study loan act	€ 700		€ 825		€ 1,400		€ 1,750		€ 1,840	€ 1,840	€ 2,090
-/- Continuation pre-investments 2015-2017 (5.5 fte)	€ 495		€ 495		€ 495		€ 495		€ 495	€ 495	€ 495
Net available 2019-2024 (study loan act)	€ 205		€ 330		€ 905		€ 1,255		€ 1,345	€ 1,345	€ 1,595
HTH own budget	€ 335		€ 210								
Total funds available (study loan act+HTH own budget)	€ 540		€ 540		€ 905		€ 1,255		€ 1,345	€ 1,345	€ 1,595

It was decided to concentrate in reports on the variable costs per project to be able to draw the focus on the progress and output of the various initiatives and compare them per year. As the Quality Agreements come to an end in 2024, Hotelschool The Hague decided to fully include the investments made and explain the difference in this paragraph.

While reviewing the Quality Agreements in 2023 it was noticed that the investments in the Curriculum Innovation Committee (later evolving into the Curriculum Committee) of 0,5 fte in 2019 was not included in the actual spending overview. Therefore, these costs were added retrospectively to the overview to get a full picture. As of 2025 the costs for the Curriculum Committee will be part of the regular budget,

Another point to mention is that the yearly amounts forecasted in 2019 were not updated by the actual Quality Agreements amounts received. These amounts increased over the years due to inflation and changes in the collective labor agreements for higher education. In 2019 €1.840.000 was budgeted for 2023, while the actual amount received was €2.181.000. A difference of €341.000.

Throughout the years (2019-2023) Hotelschool The Hague calculated with 90.000 € for 1 fte per year, however the real fte cost amounted to 105.600 € in 2023 due to changes in Collective Labour Agreement since 2019. An increase of 15.600 €.
As in 2023 19,1 fte (5,5 pre-investment and 13,6 actual) were part of the Quality Agreements this accounts for €297.960 of the difference.

HTH Revised Quality Agreements budget
2023 and 2024

	2019 Budgeted	2019 Actual	2020 Budgeted	2020 Actual	2021 Budgeted	2021 Actual	2022 Budgeted	2022 Actual	REVISED 2023 Budgeted	2023 Actual	REVISED 2024 Budgeted
Euros are in Thousands											
version: 22.03.2024											
Quality agreements (x 1.000)	2019		2020		2021		2022		2023		2024
Total extra funds available for HTH from study loan act	€ 700		€ 825		€ 1.400		€ 1.750		€ 1.840	€ 1.840	€ 2.090
-/- Continuation pre-investments 2015-2017 (5.5 fte)	€ 495		€ 495		€ 495		€ 495		€ 495	€ 495	€ 495
Net available 2019-2024 (study loan act)	€ 205		€ 330		€ 905		€ 1.255		€ 1.345	€ 1.345	€ 1.595
HTH own budget	€ 335		€ 210								
Increase of 6 FTE's extra per 2019	€ 540		€ 540		€ 540		€ 540		€ 540	€ 540	€ 540
Additional operational/investment budget available	€ 0		€ 0		€ 365		€ 715		€ 805	€ 805	€ 1.055
Total funds available (study loan act+HTH own budget)	€ 540		€ 540		€ 905		€ 1.255		€ 1.345	€ 1.345	€ 1.595
Intensify & small-scale education	€ 126	€ 150	€ 126	€ 219	€ 198	€ 230	€ 353	€ 394	€ 515	€ 667	€ 611
Blended Learning	€ 63	€ 112	€ 63	€ 140	€ 63	€ 111	€ 143	€ 184	€ 260	€ 359	€ 310
FTE (including 0,5 FTE Curr. Com) in €	€ 63	€ 112	€ 63	€ 140	€ 63	€ 107	€ 108	€ 148	€ 200	€ 281	€ 220
FTE's	0,7	1,2	0,7	1,6	0,7	1,2	1,2	1,6	2,2	3,1	2,4
Operational/investment budget in €						€ 3,2	€ 35	€ 35,4	€ 60	€ 78	€ 90
Real-life cases	€ 45	€ 17	€ 45	€ 50	€ 45	€ 44,42	€ 90	€ 89,21	€ 9	€ 243	€ 0
FTE in €	€ 45	€ 17	€ 45	€ 50	€ 45	€ 44	€ 90	€ 89	€ 9	€ 244	€ 0
FTE's	0,5	0,2	0,5	0,6	0,5	0,5	1,0	1,0	0,1	2,7	0,0
Operational/investment budget in €						€ 0,1					
SDG's (including ThinkTank)	€ 18	€ 20	€ 18	€ 30	€ 90	€ 74,57	€ 120	€ 120,69	€ 246	€ 65	€ 301
FTE in €	€ 18	€ 20	€ 18	€ 30	€ 45	€ 45	€ 45	€ 45	€ 146	€ 50	€ 171
FTE's	0,2	0,2	0,2	0,3	0,5	0,5	0,5	0,5	1,6	0,6	1,9
Operational/investment budget in €					€ 45	€ 29,3	€ 75	€ 75,8	€ 100	€ 15	€ 130
More and better coaching of students	€ 90	€ 94	€ 90	€ 40	€ 124	€ 101	€ 196	€ 195	€ 196	€ 213	€ 232
Increased customised student support	€ 45	€ 47	€ 45	€ 11	€ 79	€ 56,31	€ 106	€ 105,44	€ 101	€ 110	€ 137
FTE in €	€ 45	€ 47	€ 45	€ 11	€ 45	€ 44	€ 72	€ 71	€ 80	€ 110	€ 88
FTE's	0,5	0,5	0,5	0,1	0,5	0,5	0,8	0,8	0,9	1,2	1,0
Operational/investment budget in €					€ 34	€ 12,0	€ 34	€ 34,3	€ 21		€ 49
Improve placement experience	€ 45	€ 47	€ 45	€ 30	€ 45	€ 44,31	€ 90	€ 89,21	€ 95	€ 104	€ 95
FTE in €	€ 45	€ 47	€ 45	€ 30	€ 45	€ 44	€ 90	€ 89	€ 90	€ 90	€ 90
FTE's	0,5	0,5	0,5	0,3	0,5	0,5	1,0	1,0	1,0	1,0	1,0
Operational/investment budget in €									€ 5		€ 5
Study success	€ 81	€ 58	€ 81	€ 95	€ 96	€ 85	€ 106	€ 106	€ 70	€ 50	€ 84
Learning Community Study Success	€ 45	€ 43	€ 45	€ 55	€ 60	€ 48,71	€ 70	€ 70,19	€ 70	€ 50	€ 84
FTE in €	€ 45	€ 43	€ 45	€ 55	€ 45	€ 44	€ 45	€ 45	€ 70	€ 47	€ 84
FTE's	0,5	0,5	0,5	0,6	0,5	0,5	0,5	0,5	0,8	0,5	0,9
Operational/investment budget in €					€ 15	€ 4,4	€ 25	€ 25,3	€ 3		
Knowledge sharing Lycar	€ 36	€ 15	€ 36	€ 40	€ 36	€ 36,03	€ 36	€ 35,55	€ 0		€ 0
FTE in €	€ 36	€ 15	€ 36	€ 40	€ 36	€ 36	€ 36	€ 36	€ 0		€ 0
FTE's	0,4	0,2	0,4	0,4	0,4	0,4	0,4	0,4	0,0		0,0
Operational/investment budget in €						€ 0,5					
Educational differentiation	€ 162	€ 117	€ 144	€ 147	€ 164	€ 165	€ 160	€ 157	€ 104	€ 109	€ 123
Pre-master & specialisation (minor)	€ 45	€ 48	€ 45	€ 51	€ 45	€ 44,31	€ 45	€ 44,94	€ 15	€ 34	€ 0
FTE in €	€ 45	€ 48	€ 45	€ 51	€ 45	€ 44	€ 45	44,9	€ 15	€ 33	€ 0
FTE's	0,5	0,5	0,5	0,6	0,5	0,5	0,5	0,5	0,2	0,4	0,0
Operational/investment budget in €										€ 1	
Extra mile	€ 72	€ 51	€ 72	€ 73	€ 90	€ 91,71	€ 115	€ 111,77	€ 89	€ 75	€ 123
FTE in €	€ 72	€ 51	€ 72	€ 73	€ 90	€ 92	€ 90	€ 86,52	€ 64	€ 62	€ 74
FTE's	0,8	0,6	0,8	0,8	1,0	1,0	1,0	1,0	0,7	0,7	0,8
Operational/investment budget in €							€ 25	€ 25,3	€ 25	€ 12	€ 49
Customised English training	€ 45	€ 17	€ 27	€ 23	€ 29	€ 29,07			€ 0		€ 0
FTE in €	€ 45	€ 17	€ 27	€ 23	€ 29	€ 29			€ 0		€ 0
FTE's	0,5	0,2	0,3	0,3	0,3	0,3			0,0		0,0
Operational/investment budget in €											
Adequate and good educational facilities	€ 27	€ 50	€ 27	€ 15	€ 125	€ 171	€ 202	€ 200	€ 207	€ 269	€ 245
Invest in virtual learning & sharing environment	€ 27	€ 50	€ 27	€ 15	€ 125	€ 170,82	€ 202	€ 199,87	€ 207	€ 269	€ 245
FTE in €	€ 27	€ 27	€ 27	€ 15	€ 117	€ 116	€ 117	€ 114	€ 117	€ 195	€ 125
FTE's	0,3	0,3	0,3	0,2	1,3	1,3	1,3	1,3	1,3	2,2	1,4
Operational/investment budget in €		€ 23		€ 0	€ 8	€ 55	€ 85	€ 85,9	€ 90	€ 75	€ 120
Further professionalisation of lecturers/instructors	€ 54	€ 55	€ 72	€ 61	€ 198	€ 167	€ 238	€ 235	€ 253	€ 224	€ 300
Extra time for professionalisation and Learning Communities	€ 36	€ 39	€ 72	€ 37	€ 118	€ 85,47	€ 118	€ 115,37	€ 118	€ 224	€ 165
FTE in €	€ 36	€ 39	€ 72	€ 37	€ 118	€ 85	€ 118	€ 115	€ 118	€ 112	€ 165
FTE's	0,4	0,4	0,8	0,4	1,3	0,9	1,3	1,3	1,3	1,2	1,8
Operational/investment budget in €										€ 112	
Customised learning development	€ 18	€ 16	€ 0	€ 24	€ 80	€ 82	€ 120	€ 120	€ 135	€ 0	€ 135
FTE in €	€ 18	€ 16	€ 0	€ 24	€ 60	€ 59	€ 90	€ 89,54	€ 90		€ 90
FTE's	0,2	0,2	0,0	0,3	0,7	0,7	1,0	1,0	1,0		1,0
Operational/investment budget in €					€ 20	€ 23	€ 30	€ 30,3	€ 45		€ 45
Total FTE in €	€ 540	€ 501	€ 540	€ 577	€ 783	€ 791	€ 946	€ 974	€ 999	€ 1.224	€ 1.107
Total Operational/investment budget in €	€ 0	€ 23	€ 0	€ 0	€ 122	€ 127	€ 309	€ 312	€ 346	€ 296	€ 488
Total €	€ 540	€ 524	€ 540	€ 577	€ 905	€ 918	€ 1.255	€ 1.286	€ 1.345	€ 1.520	€ 1.595
FTE's	6,0	5,6	6,0	6,4	8,7	8,8	10,5	10,8	11,1	13,6	12,3

3.2 Budget & Realisation 2023

Please find below a summary of the costs spent in terms of FTE and other expenses for the year 2023 in the first graph. Furthermore, one can find the overall investment for the full Quality Agreement cycle since the start in 2019 in graph 2.
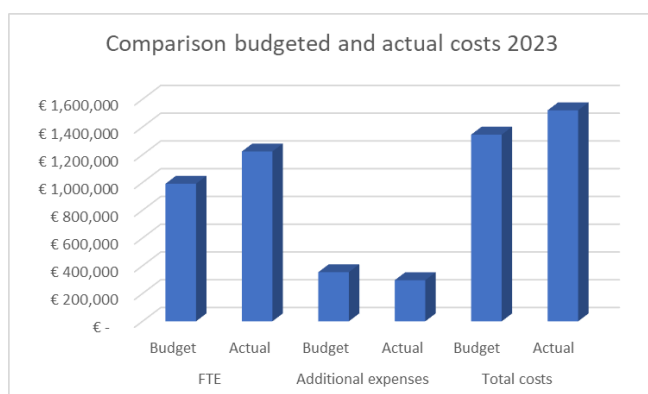
In the year 2023 Hotelschool the Hague budgeted its FTE costs with 999,000€ (equiv. 11,1 FTE) while the actual FTE costs amounted to 1.223.723€ (equiv. 13.6 FTE). Therefore, the FTE expense was more than budgeted with a + 22 % variance.

The budgeted additional cost available (operations/investments) was 346,000€ while the actual additional amount spent was 296.196€.
Therefore, the additional amount invested was below budget with a variance – 15%.

The total budget amounted to 1.345.000€ in 2023, while the actual total cost was 1.519.920€, so 174.920 € more than budgeted.

Since the inception in 2019, the budgeted FTE cost was 3.808,000€ (equiv. 42,3 FTE) while the actual FTE cost amounted to 4.066.140 € (equiv. 45,18 FTE).

Therefore, FTE cost was above-budget, with a variance of + 6.7%.

The budgeted additional cost available was 777.000€ while the actual additional amount spent was 758.190€. Therefore, the additional costs were below budget with a minis 2.43% variance.
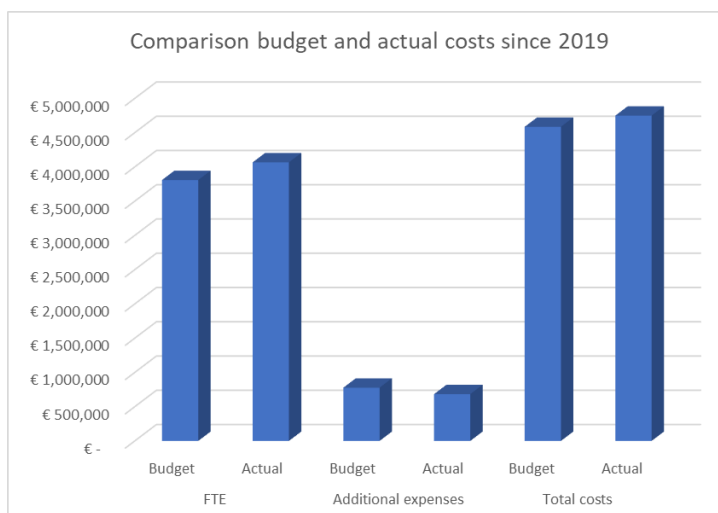
In total, 4.585,000€ was budgeted for the entire Quality Agreement projects while the total actual cost after the calendar year 2023 amounted to 4.824.330€, which results in an overall above budget situation (with a 5% variance) for Hotelschool The Hague.

This above budget can be explained by retrospectively adding the costs for the Curriculum Committee, but mainly because in 2023 a shift took place from additional out-of-pockets operations expenses/investment into human resources (fte's).

3.3 Expenses per project 2023

Please find an overview of the costs made per project and theme in comparison to the budget stated to the NVAO at the beginning of the Quality Agreement project.
As one can see there has been higher costs in the projects blended learning and real-life cases, as these two projects were seen as focus point for the calendar year 2023.
With the help of the additional budget spent for the real-life case project, the project could also be ended successfully and fully integrated in the normal business situation at Hotelschool The Hague.

Projects	Total Budget submitted to NVAO in €	Revised budget 2023 submitted to NVAO	Total Budget submitted to NVAO per theme in €	Total Budget Spent 2023	Total Budget spent per theme	Budget variance per theme	Qualitative Assesment
Quality Agreement Project 2023							
Blended Learning	€ 143,000	€ 307,000	€ 398,000	€ 358,852	€ 668,353	€ (270,353.23)	AA
Real Life Cases	€ 90,000	€ 243,000		€ 244,296			AAA
Sustainable Development Goals	€ 165,000	€ 68,000		€ 65,205			AA
Increased Customised Student Support	€ 106,000	€ 109,000	€ 196,000	€ 109,512	€ 199,512	€ (3,512)	AAA
Improving Placement Experience	€ 90,000	€ 104,000		€ 90,000			AA
Learning Community Student Success	€ 70,000	€ 50,000	€ 106,000	€ 50,089	€ 50,089	€ 55,911	AA
LyCar Knowledge Sharing	€ 36,000						AAA
Premaster and Minors	€ 45,000	€ 34,000	€ 185,000	€ 34,020	€ 108,662	€ 76,338	AA
The Extra Mile	€ 140,000	€ 77,000		€ 74,643			AA
Customised English Training	Project finalised						
Invest in virtual learning Hotelschool Anywhere	€ 207,000	€ 117,000	€ 207,000	€ 269,403	€ 269,403	€ (62,403)	AA
Extra Time Professionalization & Learning Communities	€ 118,000	€ 168,000	€ 253,000	€ 223,900	€ 223,900	€ 29,100	AA
Customized Learning Development	€ 135,000	€ 68,000					
Total amount	**€ 1,345,000**	**€ 1,345,000**	**€ 1,345,000**	**€ 1,519,920**	**€ 1,519,920**	**€ (174,920)**	

Qualitative Assesment
AAA: All projects were achieved
AA: Goals planned were achieved. If any were not, it is due solely to external factors.
A: Goals planned were achieved. If any were not, it was mainly due to internal factors eg. IT complexity
B: Not all goals were achieved inspite of the absence or uncontrollable external or internal factors
C: No substainable goals were achieved.

4 Detailed project update & future lookout to 2024

4.1 Theme 1: Intensive and small-scale education

4.1.1 Blended learning

The aim of 70 % blended learning within courses in year 1 and 2 was realised, additional educational videos were produced and incorporated in the curriculum plan (see list in appendix 5.1).

A cooperation between this project and the project of professionalism of faculty resulted in the development of a specialised training for the use of knowledge clips for our entire faculty. The members of the faculty learned how to record, use and integrate knowledge clips in their lessons. Additional acquired specialized filming equipment made it easier and more time effective to film educational videos in 2023.

The use of AR/VR was also increased, by means of the 360 Degree VR environment. A good example are the Spanish classes, in which students can do a virtual check in with guests and practise not only their vocabulary but also the right attitude towards guests in case of a complaint handling situation.

In cooperation with the Research Centre experiments were conducted in course settings with the Temi robot.

Next to that the pilot introduction of the Performance Management System for the Practical education LEARNED took place, with the aim to streamline and unify the evaluation, assessment, and grading of the first-year practical students. After an extensive evaluation from various involved stakeholders, it was decided to discontinue with this programme and look for an alternative. The main reason for this decision, was the complexity of the programme and involved internal steps needed to use the system successfully, which resulted in ineffective operational processes for the purposes for Hotelschool The Hague.

Recommendation for 2024:
- Researching and launch of alternative programme to replace LEARNED
- Further development and introduction of VR/AR tools in the curriculum
- One project lead overlooking all digitalisation processes / projects within HTH, under the umbrella of the Dx Hub

4.1.2 Real Life Cases

The project Real Life Cases aims to actively involve students, faculty, and industry in co-creating the meaningful learning experience, while growing their knowledge and professional network. The Project team invented a real-life case typology, in alignment with the curriculum committee to distinguish possible levels of real-life case involvement.

Following the typology, an overview with all courses and ECs has been created (please see appendix 5.2) showing the aimed level for each course. Both types (Full and Semi) contribute to the project goal. Semi means: a real, actual company, with selective/limited interaction, still providing a meaningful real-life learning experience. The typology is not to be considered a hierarchy as different levels may be the best fit for a course.

A+B (Full and Semi) actual: 195 EC, out of total 240 (subject to variance/fluctuation).

The project successfully rounded of; real-life cases have become integral part of various courses and industry relations efforts in 2023. Alignment with various stakeholders, such as course teams, students, industry, and faculty were established, and will be continued in regular organisation and processes.

For monitoring and as final deliverable, the overview of real-life cases involvement in the curriculum will be updated (Feb 2024).

Considering this project, extensive course development took place, to guarantee that there is a constant link between the industry and the students/ Hotelschool the Hague in terms of guest speakers, case companies but also external visits.

27 employees of Hotelschool developed and created real life related cases in new/ existing courses, for the students to practise in real life situations. This was done to guarantee a structural link with external stakeholders/ industry relations.

A good example for that is the development of the project management course where students need to organize a full event on their own from the planning phase till execution. During this event external stakeholders may be involved.

Another great example is the newly developed course Hospitality Research Lab, in which students learn and experience a combination between research methods and operational management. Students will be presented with a real-life case study, consisting of a current challenge of the company, of one of our industry partners (for example Hilton, Vermaat, Van der Valk Hotels etc.).

The task of the student is first to define this challenge further in a real research project during a real contact moment with the client on location. With the clear definition of the challenge (research question), students will use various research methods (which they have learnt before) in the company and will test possible operational solutions, which will be presented to the client at the end of the project.

Due to this course setup students will work on a real-life case with external stakeholders and a sustainable link between Hotelschool and the industry is guaranteed.

Recommendation for 2024:
- No further actions needed. Except for updated overview of real-life cases involvement in courses)

4.1.3 Sustainable Development Goals

3 main pillars were the focus points for the Sustainable Development Goal (SDG) Office in 2023; Hospitality for a better World, Hotelschool as an Education and Research Institution and Hotelschool as an Entity.

Under the first pillar, the SDG Office participated in the 'Move The Date' Challenge, which is a collaborative project of four competing Hotelschools: Hotelschool The Hague, Stenden, Saxion, and Hotel Management School Maastricht that wanted to draw attention to Earth Overshoot day. The initiative aimed to educate and inspire whoever participates to reduce their carbon footprint and learn different lifestyle options that mobilize sustainable change.

Under the second pillar, various events where organized, where 220 + minor students volunteered to give back to the community and society under the principles of the UN SDGs.

Examples for these events were fundraising by rescuing apples and baking apple pies for charity. During this event € 1250 has been raised for a Marrakesh charity.

Next to that under the slogan" Farm to Table" a fruit/vegetable garden has been approved for both campuses, which will be developed and build in 2024. These gardens will be linking nature to the HTH education to promote respect for the food chain. It will be run and maintained by students from each campus.

Under the third pillar, the annual sustainable report is situated, which reflects all sustainable related events and efforts in a full written document, available for internal and external communication.

Finally, Hotelschool The Hague organized another Sustainable Hospitality Challenge (SHC). This event was founded 9 years ago and has grown to be the biggest worldwide Student Challenge of its kind, with over 40 participating universities (2023) from around the globe and over 20 nationalities represented, the SHC offers the students the chance to re-imagine the future of hospitality.
The Challenge which is owned and operated by Hotelschool the Hague currently partners with more than 60+ of the best Hotel, Business, Design and Tech Universities in the world.
SHC is primarily sponsored by NEOM and officially partnered with the esteemed events organizer The Bench and the influential Sustainable Hospitality Alliance. In 2023 the Challenge also started official collaboration/partnership with UNWTO and WTTC, alongside the biggest hotel chains in the world.

Recommendation for 2024:
- Realization of the 2 fruit/ vegetable gardens on the campus in Amsterdam and The Hague.
- Loal heroes project
- Multi city/ Streats event
- Future we want event
- Beehive project
- Edition 2024 : Sustainable Hospitality Challenge

4.2 Theme 2: Coaching of Students

4.2.1 Tutor Office

The project team worked on the continuous improvement of processes, guidelines of the tutor office and alignment with involved stakeholders (tutors, students, management, supporting staff). This action has been done with the essential goal to help students to be as successful as possible, help them where needed and graduate in time.

Tutors got extra training and time (100 hours : 4 * 25 hours) to get acquainted with the programme and had the chance to intensify their preparation for workshop, classes, and individual personal meetings.
In 4 benchmark sessions tutors shared their best practices, challenges and could learn from each other.
The communication with the student counsellors and instructors from Skotel has been improved to get a full picture of a student and its overall performance. The personalised coaching is based on student progress and study success and is monitored in the student administration system OSIRIS via notes.

Next to that a redesign of the different Personal Development years has been done, in order to simplify the content and let students easier get used to Hotelschool The Hague.
Moreover, a full alignment between the different PD years and LYCar has been developed.

In 2023 tutors were able to follow a 3-day coaching course of Gort training. With the acquired skills, tutors are better equipped to provide guidance and care to our students.

A Buddy System has been investigated, with the involvement of Alumni in the programme, however an evaluation showed that the benefit for students is too little to continue with that.

Recommendation for 2024:
- Continuing the professionalization of tutors (training)
- Personalized / dedicated workshops on specific themes
- Research on GenZ (Main research question: How can HTH best support GenZ ?)

4.2.2 Improved placement experience

Main goal of this project was to be able to better guide and coach students on their placement, improving the relations with the international hospitability business and streamline communication between students and tutors.

To provide the most useful information in a clear way on one portal, a new intranet page was created with all necessary information; to name a few; CV examples in different languages, information about destinations, housing, Erasmus: Practical Placement – Hotelschool The Hague Intranet

Additionally, students can plan an appointment/ meeting with their personal Placement Coordinator and a link is provided to the Placement Portal where all available placements can be found per country, city, department with their specific job descriptions and an online opportunity to apply, see the example of some F&B placements in France.

Until 2023, a dedicated placement tutor system was installed, which resulted in a more positive experience amongst the students. A dedicated team of employees (12 in total) guides the students, contacts the company mentor half-way through the internship and grades all the deliverables. These dedicated tutors have good insight into the challenges which can occur on placement.

Internal research amongst the student body shows that the introduction of the dedicated placement tutor system resulted in an improved perception of the internship experience by students. Additionally, the clear information flow via the placement intranet site and more personal contact between students and the Placement Coordinators did result in students choosing a placement that better fits their wishes.

The results also reveal that the satisfaction of students on placement has increased as well as the contact with industry representatives became stronger and more sustainable since the introduction of the new measures.

Recommendation: undertake a longitudinal study to monitor students' perceptions of the hospitality industry to identify any perception shifts.

4.3   Theme 3: Study Success

4.3.1   Learning Community Study Success

The project team has further intensified the engagement of student users on the student success platform, which can be used online via Teams from 135 to 413 users in 2023.
This number shows that this project has been effectively embedded in the Hotelschool operation and positively accepted by the student body.

This increase can be drawn back to the success of the project and influence on the student journey on the one side, however also to the boosted internal communication campaign, which was launched in 2023 in terms of flyers, emails and actively reaching out to students etc.)

More online courses (Introduction to Design Research, Fundamentals of Financial Management and Data Analytics and Research) have been added to the online training schedule.
Already existing courses were: Changing Business Value, Making Financial Decisions, Revenue Management and Spanish), next to those also live sessions, especially in the finance subjects have been developed and successfully given for the first time.

Additionally, Question and Answer (QA sessions) haven been organised to help students in their student journey. Special emphasis was given to courses which will phase out and increased peer to peer sessions were organized for them.

Moreover, well performing students were contacted actively with the questions to interact with other students in the role of a tutor. In this function, they helped others with academical difficulties in subjects which were not offered in the online peer to peer sessions.

Next to that, to guarantee a seamless stream from students (1st year) to students (2nd year) in passing the subject of finance, research was conducted on the subject itself (workload, teaching style,) alignment between the two courses and the necessity of having one subject (FIN 1) as a prerequisite for another subject (FIN2) .
The outcomes have been discussed amongst different stakeholders (lecturers, management, students) and solutions (for instance extra tutoring, bootcamp sessions) have been offered. Preliminary conclusion has been presented to BOD.

Finally, the second round of the RSM programme had been launched, from which some particular parts were integrated in the normal curriculum (e.g., introduction of IKIGAI model in the PD course).

Recommendation for 2024:
- Organize one reward dinner per academic year for students who passed their propaedeutic phase with 60 ECs)
- Evaluation of the study success activities in terms of a student survey

4.3.2   LyCar Knowledge Sharing

This project has been successfully finalised and evaluated in 2023, hence no further actions will be linked to this project for 2024 anymore. To give one an overview, please review the LyCar report database (www.hbo-kennisbank.nl). This is an open-access repository, in which the students LYCar reports (that scored 80 and above, i.e. excellent) are automatically harvested and deposited in. Thus, anyone can search within 'LYCar or Hotelschool or by topic' and retrieve/view the LYCar reports.

4.4   Theme 4: Educational Differentiation

4.4.1   Extra Mile Office

The Extra Mile Office had 10 student driven extra-curricular activities, in five themes: Leadership, Food & Beverage, Social Responsibility, Networking and Critical Thinking in 2023 and two 2 new initiatives which are in the application process.
The various clubs reflect different PLOs of Hotelschool The Hague (e.g. Investment Club is linked to analysing skills and entrepreneurial behaviour, the Sustainability Committee is linked to social awareness and self-management).
Next to that all the initiatives are linked to the sustainable development goals and in line with the overall sustainable strategy of Hotelschool The Hague.

In 2023; 50 internal/ external events were organized under the umbrella of the extra Mile Office. One of the biggest was the TEDx event, where a group of students organized independently a TEDx talk with 6 external speakers and 100 participants in total.

The strategic focus lied on embedding the Extra Mile programme further in the normal business situation of Hotelschool The Hague, by decreasing the hours of the involved coaches to really let the students lead their initiatives themselves.

By this means, the initiative itself has been made "future proof", for many more new generations of students to come.
To guarantee a sufficient intake of students in the programme, the programme itself was actively promoted to especially Skotel students at the beginning of their journey at Hotelschool The Hague, to ensure involvement and engagement from the first minute onwards.

Recommendation for 2024:
- Extra Mile Plus concept, where students can follow courses for a discount price and get a real certificate for (first Aid, Wine certificate)
- further integrate Extra Mile in the normal business situation of Hotelschool the Hague
- Have 10 active student activities.
- Change certificate database from Monday.com to Osiris, so it is linked directly to the student.

4.4.2   Pre Master & specialisations (minors & exchange programme)

The Pre Master programme has conducted a student & alumni research, in which it has been described that the programme is experienced as challenging, however at the same time a strong steppingstone to MSc programmes at other universities.

The research reveals that the programme has a 95 % success rate (of all students starting the premaster programme). From all alumni from this programme 80 % of all students successfully finish their MSc within 1 year after the start. Most popular masters are Finance & Investment, Entrepreneurship & Innovation and Strategic management. These numbers show how successfully the programme has been and how well the student body accepted the additional offer.

Next to that, for the Pilot Advanced Thought Leadership, cross minor events were introduced under the name of Future We Want (FWW). Minor students were invited to come together to discuss the important themes effecting the future of the hospitality industry from a multi-disciplinary perspective and from there on starting to shape the Future they want.
In 2023 the themes that were chosen as a starting point were: Nature, Digitalisation, Giving Back and Future Self.

Within the exchange programme, the project team together has developed new alliances with other schools abroad. In the process of attracting new partner universities, the exam committee evaluates proposals of sets of courses created by the project team in collaboration with the assessment committee on strict criteria first, to ensure that the exchange programme is of similar learning level as HTH curriculum in year 4, before a partnership agreement is signed. In the calendar year 2023; 20 students went on an exchange programme abroad. Feedback from several students about their experiences were documented and integrated into the programme for the future.

Recommendation for 2024:

Premaster:
- Innovating premaster programme with 6 ECs
- Quantitative follow-up premaster alumni research

Minors:
- Organize 2 cross minor Future we want events.
- Semester 7 proposal (Design Based Research and Business English 3 incorporated into semester 7 for a group of students)

Exchange programme:
- Enlarge the exchange offer by 2 new partner school per calendar year.

4.5 Theme 5: Educational Facilities

4.5.1 Invest in virtual learning- Hotelschool Anywhere

Within this project, the Digital Transformation Hub has been developed and is the umbrella for digital driven change withing Hotelschool The Hague. Since the start in 2023, the main focus was on combining existing initiatives and evaluating the digital support at Hotelschool The Hague. With the introduction of the Dx Hub, the project team is to consolidate all the digital initiatives as a part of education & research, support and industry. Also another project which is started under DX hub is to realize a Centre for teaching & learning for HTH under HTH learning a part of HR department, which is aimed to be realised by acquiring Npuls subsidy.

The first Dx Gathering has been hosted, where various involved stakeholders got informed about the digitalization processes of Hotelschool The Hague, could share best practices and give/ receive feedback.

Another milestone of this project was the introduction of the new digital proctoring system schoolyear, with the exam programme ANS. The project team organized several trainings for involved stakeholders (lecturers, management, invigilators, students etc.) to ensure a smooth and successful launch of the programme. 38 sit down assessment were held on this platform and approximately 3000 students took exam using the BYOD – bring your own device platform.

As we were also running the previous proctoring tool Proctertrack in 2023 during the implementation the ANS and school year tools were financed from the Quality Agreements for €49.403.

Finally, based on student feedback, the development and renewal of a seamless, student information portal (Student intranet pages) have been worked on and successfully introduced.

Recommendations for 2024:
- Evaluation of the Learning Management System (Sakai) and possible tendering process for new system – this is to be scheduled at the end of block C and beginning block D AY 2023/24.
- 2 Dx Hub Gatherings
- Npulse subsidy proposal

4.6 Theme 6: Professionalisation of Lecturers/Instructors

4.6.1 Extra time for professional learning & customized learning development

continuously work to be 'Fit for Future'. One of the pillars in achieving a leading position in hospitality education is the high quality of all employees.

The aim of these two combined projects is to increase the quality of employees and the education offered to students at Hotelschool The Hague. This by delivering a learning environment that is focused on creating 'Fit for Future' employees in the faculty, management and non-teaching staff at Hotelschool The Hague.

The project has been continuously invested in increasing personal development time, offering coaching and setting up various training courses for the employee community at HTH. At the end of the project, this will have resulted in a sustainable life-long learning culture and Academy within the international minded community.

Currently, a full training calendar with more than 20 training courses (both offline and online) on various topics is offered to the entire community of Hotelschool The Hague.

In the past calendar year, the focus has been on the following learning initiatives and solutions:
- Improving both the written and oral English skill of all teaching staff;
- Employees have been supported in creating their personal 'Talent Page' on the HTH Intranet, to increase internal visibility and improve connectivity and interpersonal and - departmental collaboration.
- From the project "Organisational Optimalisation/New Way of Working" a team of team coaches was founded to support the different teams in self-organization. This project will continue towards 2024;
- A Community Building Challenge was held, where bi-weekly challenges were given to build a network on LinkedIn, the HTH Alumni Platform and the Talent Pages;
- Practice Labs were launched, where colleagues learn and take on a practical approach of incorporating technical tools in their teaching approach. This initiative continues in 2024;
- Internal colleagues are assisted in their personal development via Birkman reports and coaching. This is done by internal experts. This initiative continues in 2024;

Recommendations for 2024:

- At the end of this academic year, the introduction of HTH Learning into the the HR team will be finalized, where its' activities are directly connected to the HR goals and structure;
- With the new strategy is in place, the HTH Learning team will aim to support management and the BOD in applying the new strategic direction;
- With the introduction of HTH Learning in the HR department, collection and registration of Learning data will be incorporated in the HR back office systems, further professionalising the Learning department;
- Based on the experiences of the past 3 Academic Years, HTH Learning will work towards a sustainable learning proposition, that will support and service the organization for the years to come;
- The team will have made steps to introduce a new HTH Academy platform, aiming to finalize and officially introduce it in the HTH community at the end of 2024;
- HTH Learning will support in working towards the introduction of Center for Teaching and Learning at HTH.

5 Appendixes

5.1 Overview of videos and photography and videos

1. HTH Learning and HR:

- Talent Page video
- Staff Onboarding video
- Community Building HTH video
- HR2Day screencast videos
- Practice Lab education session

2. Research:

- Robot experiments (with Klaas Koerten)
- CitizenM (with Alexander Schmidt)
- Research Center dissemination interviews (with Jerome Oskam)

3. Minors:

- Future of Food (with Simone Williams)
- ENT - currently being produced (with Astrid Wisse)
- BTR
- BTS

4. THETA project:

- Holographic Chef
- Tea Course

5. Extra Mile:

- Activities video (gastronomy, debating, wine club)
- TedX photos
- Wine Club tour photos

6. Other:

- Student exchange video
- Student round table video
- Ronny memorial video

7. Placements Office:

- Career Fairs (x3)
- Counselling campus tour - taking place in March

- Four Seasons photography

Marketing:

- Campus Tour (x2)
- Master campaign video
- Bachelor campaign video
- Introduction week video
- Online Open Day video
- HTH student quote video
- Craftsman video (External stakeholder- Melle Pegman)
- Sustainability Hospitality Challenge
- Graduation videos (AMS and TH)
- Skotel Move-in photos
- Summer vibes photos

5.2 Typology ranking of Real-Life Cases

Rank	Level	Definition
A	FULL	The course and/or student deliverables are based on the situation of an external organisation, who are involved in the creation of and the assessment of deliverables. Students meet industry representatives during the course and have the opportunity to explore different industry perspectives. Students apply knowledge to internal outlets within the HTH organisation.
B	SEMI	The course and/or student deliverables are based on an external organisation or internal outlet, and the course includes minor interactions with the organisation/outlet in question. This could be in the sense of a field trip, or final presentation to industry representatives. Despite interactions with the case company, the RLC is hypothetical, based on information publicly available.
C	BASIC	The course and/or student deliverables are based on external organisations or internal outlets, however the course does not include interactions with the organisation/outlet in question. The case-study is hypothetical, based on information made publicly available by the organisation.
D	NONE	The course and/or student deliverables are based solely on hypothetical cases, and do not exclusively use factual information e.g. made-up case studies or no involvement of any company.

5.3 Overview of EC allocation to RLCs

Year 1	Course	EC	Involvement of RLC	Rank
	Tutoring and Skills Development	4	N/A	D
	English	6	N/A	D
	2nd Language	6	N/A	D
	Practical Education	15	Work in outlets	A
	Checking In	-	Potential hotel visit	B
	Operations	5	Analyses operations of several organisations	B
	Leadership	4	N/A	B
	Finance Fundamentals	5	Can be based on case, however is presumably theoretical	C
	HR – Culture Fundamentals	5	Analyse HR/Culture within organisation	C
	Marketing Fundamentals	5	Basic marketing plan for organisation. Potential for A rank	B
	Data Analysis – Digital Skills Fundamentals	5	Potential for case documents, however most likely theoretical course	C

Year 2	Course	EC	Involvement of RLC	Rank
	Practical Placement	30		A
	Tutoring and Skills Development	2	N/A	D
	Entrepreneurship	6	Based on learning objectives: create business plan or adding to client business plan	A
	Finance 2	5	Can be based on case, however is presumably theoretical	B
	Project Management	3	Can potentially be about planning event for organisation	B
	Revenue Management	5	Can be based on case, however is presumably theoretical	B
	Hotel Budget Plan	6	Based on learning objectives: based on commissioning hotel	A
	Extended Data Analytics	3	Presumably based on publicly available information – Potential for B rank	C

Year 3	Course	EC	Involvement of RLC	Rank
	Managing an Outlet	14	Managing one of the outlets on campus	A
	Outdoor	2	N/A	D
	MO Lab	14	Work as consultant for outlet	A
	Tutoring and Skills Development	2	N/A	D
	Business Transformation (part1)	13	Work for commissioner, case company	B
	Business Inspiration Days	2	Visit relevant external organisations	A
	Business Transformation (part2)	13	Work directly with problem provided by commissioner	A

Year 4	Course	EC	Involvement of RLC	Rank
	Minor	15	Based on case developed with commissioner	A
	Pre-master	30		B
	Exchange	15/30		N/A
	Lycar	45	Work and research proposal for external organisation. CLP can be facilitator for INP assessment	A