

NVAO  THE NETHERLANDS

## **INITIAL ACCREDITATION**

JOINT PROGRAMME

MASTER'S PROGRAMME IN LEADING  
HOSPITALITY INNOVATION

Zuyd Hogeschool (The Netherlands),  
Technological University Dublin (Ireland), IQS  
School of Management (Spain)

PANEL REPORT

15 September 2022



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## 1 Executive summary

This report is issued by the panel appointed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) and assesses the conditions for the initial accreditation of the proposed joint master's programme in Leading Hospitality Innovation (LHI) as submitted by Zuyd Hogeschool (the Netherlands) on behalf of the consortium which also features Technological University Dublin (Ireland) and IQS School of Management (Spain)

The application concerns a joint English-language master's degree of 90 European Credits (ECTS credits), which is offered as a full-time 18-month integrated multi-university programme in the Netherlands, Ireland and Spain. Given these specific features, the panel based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area of October 2014, approved by the EHEA ministers in May 2015, which in turn are based on the European Standards and Guidelines for Quality Assurance.

The joint master's programme LHI is based on intensive cooperation between three higher education institutions in three countries, whose national frameworks enable them to participate in the programme. In line with the European Approach, the programme offers an integrated curriculum that is coordinated and offered jointly by the three partner institutions, and leads to a joint degree. Students spend one semester of the programme at each of the partner institutions.

The institutions involved have extensive experience in hospitality studies and share a joint responsibility for the design and implementation of the programme. The panel commends the consortium for creating strong ties among the staff members despite the physical distance in the preparational phase of the programme. The tasks and procedures related to the governance of the programme have been divided among the partner institutions in a clear way and all partners are represented in the main bodies of the consortium. The consortium agreement covers all the required components.

The joint LHI programme targets students who wish to (re-)direct their career in a more service-oriented way and strengthen their management know-how and skills to lead positions of responsibility in the international hospitality industry. Students learn how to be leaders in innovation in order to help enterprises introduce new ways of thinking and working. The programme's intended learning outcomes have been grouped in terms of knowledge, skills, responsibilities and autonomy. According to the panel, they are formulated adequately and align with the master's level.

According to the panel, the consortium shows a keen awareness of making sure that the intended learning outcomes are achieved. It has clear descriptions of the programme and adequate means of measuring student progress. The panel advises the programme to monitor the careers of future graduates in order that the programme and its staff stay up to date with the needs of the hospitality industry.

The panel is of the opinion that the structure and content of the curriculum are in line with the intended learning outcomes and will enable students to achieve them. The curriculum comprises six modules and a business consultancy project, with a prominent role for design thinking processes. Theoretical knowledge and applied research skills are gradually built up

throughout the programme. The panel considers the topics that are covered in the modules appropriate, although it advises the inclusion of more hospitality-specific literature earlier in the programme. The panel was pleased to hear that the representatives appreciated the panel's suggestions on this matter.

The consultancy project is the backbone of the programme and encompasses a real-life complex business project from the hospitality industry. Students start working on their project from the start of the programme and incorporate design thinking throughout the process. The panel commends this curriculum component, which is well-articulated, meets the intended learning outcomes, and has a potential relevance for the hospitality industry.

The panel is of the opinion that the programme applies appropriate admission requirements and selection procedures. All three partner institutions are involved in the admission procedures, reflecting a joint approach, while the individual tasks of each institution are clearly described. The programme aims to attract strong applications from a wide range of disciplines and create a diverse student body, which the panel deems a core strength of this programme.

The panel established that the examination regulations and the general principles for assessment are clearly documented and that they correspond with the intended learning outcomes. Students will perform a variety of formative and summative assessments, in line with the learning outcomes. These include both individual and group work; the panel was reassured by the consortium's explanations about how individual performance is assessed in group assignments. The panel noted that the assessment strategies are rather traditional and encourages the programme to develop more innovative approaches to assessment.

According to the panel, a sufficient and adequate body of staff members will develop and implement the LHI programme. The core academic staff members have relevant backgrounds related to the LHI curriculum – although the panel advises an even more explicit focus on innovation with respect to both teaching in general and teaching the subject of innovation. During the online site visit, the panel discussed the programme with enthusiastic and committed staff members, who showed an open and constructive attitude. The panel considers the co-lecturing in modules and the consultancy project to be strong aspects of the programme that will strengthen the cooperation between staff members of the different institutions.

The partner institutions offer the required services and facilities at an appropriate level. Relevant information will be made available online. All consortium partners have ample experience with incoming international students and providing adequate support in dealing with mobility requirements. This supports students in achieving the intended learning outcomes. The panel commends the programme for its activities in the area of familiarisation at a new institution at the start of each semester. The panel is of the opinion that, overall, the LHI programme has an adequate internal quality assurance system in place. Programme components are evaluated regularly by both the consortium and the individual partner institutions.

The panel noted some confusion regarding the programme's name. Specifically, the panel questioned whether the programme's focus is on 'leading hospitality innovation' or 'innovating hospitality leadership'.

The consortium members explained that although leadership is a recurring topic in the programme, the focus is on innovation and being someone who leads change in the hospitality industry. The programme is not exclusively aimed at leaders in the sector. The panel stresses the importance of clear communication of the programme's contents and the definitions used for terms such as 'leadership' and 'innovation'. It should be clear for students, the hospitality industry and other stakeholders what they can expect from the programme and its graduates.

The programme's self-evaluation report, additional documentation and discussions with representatives from all partner institutions have provided the panel with a comprehensive overview of the programme. Due to the covid-19 pandemic, the site visit was organised online. The panel established that the LHI programme is jointly designed and delivered by a consortium of three renowned, high-level research academic institutions. Based on all collected information, the panel concludes that the programme meets all standards. The panel's overall assessment of the programme's quality is positive.

The panel advises NVAO to make a positive decision regarding the quality of the proposed joint master's programme in Leading Hospitality Innovation at Zuyd Hogeschool (the Netherlands), Technological University Dublin (Ireland) and IQS School of Management (Spain).

The Hague, 15 September 2022

On behalf of the Initial Accreditation Panel convened to assess the joint master's programme in Leading Hospitality Innovation,

Joep C. de Jong  
Chair

Anne Martens  
Secretary

## 2 Introduction

On 18 February 2022, NVAO received a request for an initial accreditation procedure regarding a proposed joint master's programme in Leading Hospitality Innovation (LHI). Because this concerns a joint programme issued by three higher education institutions in the Netherlands, Spain and Ireland, this request was submitted on behalf of the consortium by Zuyd Hogeschool.

Given the particular features of this application, NVAO convened an international panel of experts consisting of:

- Joep C de Jong, ing. (chair), Director at JLS International, Senior Adjunct Professorial Lecturer at the American University in Washington, freelance lecturer Managing Change Program (MCH) at Hotelschool The Hague, the Netherlands;
- Dr. Erwin Losekoot, Professor of Hospitality Studies at the Hotel Management School of NHL Stenden University of Applied Sciences, the Netherlands;
- Dr. Estela Marine-Roig, Senior Lecturer Tourism Marketing at the University of Lleida & Open University of Catalonia, Spain;
- Shaun Quinn, Business Analyst, Strategist and Mentor, Rubicon Consulting, Dublin, Ireland;
- Damir Solak (student-member), Ph.D. student at the Faculty of Law, Masaryk University, Brno, Czechia; former student of a master degree study programme Law and Legal Science, and Erasmus+ exchange student at University of Innsbruck and University of Zagreb.

The composition of the panel reflects the expertise deemed necessary by NVAO for this accreditation exercise. The panel composition is also in line with the procedural requirements in the European Approach for Quality Assurance of Joint Programmes (C.2. Review Panel). On behalf of NVAO, ir. Lineke van Bruggen and Tinka Thede MSc were responsible for the coordination of the assessment process. The secretary, Anne Martens MA, drafted the panel report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA), issued in October 2014 and approved by the EHEA ministers in May 2015. This European Approach for Quality Assurance of Joint Programmes should be applied for quality assurance of international joint programmes if some of the cooperating higher education institutions require external quality assurance at programme level. The standards to be assessed are based on the European Standards and Guidelines for Quality Assurance in the EHEA (ESG). This procedure allows the possibility that only one procedure can lead to accreditation in several countries.

The panel members studied the application documentation of the programme (Annex 3: Documents reviewed) and reported their preliminary findings before the site visit to the secretary. The secretary collected them and processed them for the preparatory meeting on 2 June 2022. Due to the COVID-19 pandemic and the restrictions on physical meetings, it was decided to organise both the preparatory meeting and the site visit as online meetings. At the preparatory meeting, the panel discussed the preliminary findings, identified the most important issues for discussion, and prepared the sessions with the delegations.

The online site visit took place on 1 July 2022. The panel discussed with delegations from the management of the consortium and the programme, as well as with lecturers, other staff members and representatives from the industry. The schedule of the site visit is presented in Annex 2.

Immediately after the discussions with the delegations, the panel discussed the findings and formulated its considerations and preliminary conclusions separately for each standard. These are based on the self-evaluation report of the programme, observations during the site visit and on the assessment of additional programme documents. At the end of the site visit, the chair presented the panel's preliminary conclusions to the representatives of the programme.

Based on the findings, considerations and conclusions, the secretary wrote a draft advisory report that was first presented to the panel members. After the panel members had commented on the draft report, the chair endorsed the report. On 18 August 2022, the advisory report was sent to the institution, which was given the opportunity to respond to any factual inaccuracies in the report. The institution replied on 2 September 2022. This led to a few reformulations. Subsequently, the final report was endorsed by the panel chair. The panel drafted its advice fully independently and offered it to NVAO on 15 September 2022.



## 3 Description of the programme

### 3.1 General data

Institutions	: Zuyd Hogeschool (the Netherlands) Technological University Dublin (Ireland) IQS School of Management (Spain)
Programme	: Leading Hospitality Innovation
Level	: Master
Orientation	: professional
Degree	: Joint Master of Science in Leading Hospitality Innovation
Locations	: Maastricht, Dublin, Barcelona
Study load	: 90 ECTS credits <sup>1</sup>
Mode of study	: full-time
Field of study	: Social and Legal Sciences; Administration and Business Management; Travel, Tourism, and Leisure

### 3.2 Profile of the consortium

The application was submitted by a consortium of three higher education institutions in three countries: Zuyd Hogeschool in the Netherlands, Technological University Dublin (TU Dublin) in Ireland and IQS School of Management in Spain. The consortium partners drew up a Cooperation Agreement in February 2022. This document has been signed by Zuyd Hogeschool and IQS School of Management. As part of the regulations of Irish Universities, TU Dublin is not permitted to sign a cooperation agreement pertaining to a programme of study until and unless said programme has been validated. TU Dublin will therefore sign the agreement after the validation of the programme.

The joint master's programme in Leading Hospitality Innovation (LHI) is a follow-up of a previous master's programme that involved Zuyd Hogeschool and IQS (2003-2018). The proposed programme has a new setup and focus, and involves a new partner in Dublin. Students spend one semester at each of the three partner institutions: they start their programme in Maastricht, continue in Dublin and finish the programme in Barcelona. Graduates of the programme receive a joint degree issued by all three institutions. This degree is fully recognised by all three institutions and their respective countries.

Hotel Management School Maastricht (HMSM), part of Zuyd Hogeschool, was founded in 1950 and focuses on educating "qualified and passionate professionals who are able to contribute to the development and innovation of the national and international hospitality industry". HMSM already offers a 4-year bachelor's programme. Currently, HMSM does not offer a master's level programme, but LHI's predecessor master's in Innovative Hospitality Management ran from 2003 to 2018. Zuyd Hogeschool offers master's programmes in both Dutch and English. Education at HMSM is small-scale and students often work in project groups. Zuyd Hogeschool successfully passed the institutional audit of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and its programmes are recognised in accordance with the Higher Education and Research Act (WHW).

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<sup>1</sup> Credits indicating the study workload, based on the European Credit Transfer and Accumulation System.

The School of Hospitality Management and Tourism is the oldest, largest and most internationalised School of TU Dublin. It focuses on teaching and research in hospitality, tourism, event and leisure management. TU Dublin aims to nurture innovation and creativity across and between disciplines, and to respond to the social, cultural and educational needs of Ireland in the 21st century. Its core values are impact, inclusion and integrity. TU Dublin is a self-accrediting university, based on Ireland's Technological Universities Act 2018.

The IQS School of Management is one of the founding institutions of the Universitat Ramon Llull (URL). In 2021, it incorporated the HTSI School of Tourism and Hospitality Management into its structure, offering studies in tourism and hospitality management. IQS's programmes are accredited by the Catalan University Quality Assurance Agency AQU Catalunya.

### 3.3 Profile of the programme

The 90 ECTS credits joint master's programme LHI focuses on innovation and leadership in the broad hospitality sector. This sector not only involves tourism but all enterprises and organisations that welcome guests, customers, patients and clients, in a market where customer demands are the driving force. The programme targets students who wish to (re-)direct their career in a more service-oriented way and strengthen their management knowledge and skills to lead positions of responsibility in the hospitality industry. Students learn how to be leaders in innovation and how to help enterprises introduce new ways of thinking and working.

The LHI programme consists of three semesters spent at the three partner institutions in Maastricht, Dublin and Barcelona. The complete curriculum comprises six modules and a business consultancy project, with a prominent role for design thinking processes. The consultancy project is the backbone of the programme and encompasses a real-life complex business project from the hospitality industry. Students start working on their project from the start of the programme and incorporate design thinking throughout the process.

The partner institutions wish to promote interdisciplinary, intercultural and international learning that promotes a global mindset and is innovative. Therefore, they aim to attract a diverse and international student population, preparing students for a globalised hospitality sector. The language of instruction is English.

## 4 Assessment per standard

In this chapter the panel assesses the joint master's programme in Leading Hospitality Innovation (LHI) according to the standards of the European Approach for Quality Assurance of Joint Programmes in the EHEA. The criteria for each standard are mentioned. Per standard the panel presents a brief outline of its findings, as well as the considerations that led the panel to a concluding judgement on a three-point scale: the programme either meets, partially meets or does not meet the standard. At the end of this chapter and based on its judgements on the individual standards, the panel presents an overall conclusion on the quality of the entire programme. This conclusion can be either positive, conditionally positive or negative.

### 4.1 Eligibility: Standard 1

#### 4.1.1 Status

*The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.*

#### *Outline of findings*

The LHI programme is an 18-month joint master's programme offered by a consortium of three higher education institutions in three countries: Zuyd Hogeschool (the Netherlands), Technological University Dublin (Ireland) and IQS School of Management (Spain). All three institutions are recognised by their respective national and regional authorities and they are degree awarding institutions. The legal frameworks in the three countries permit the institutions to establish a joint master's programme and to award a joint degree. Graduates of the programme receive a joint degree issued by the three institutions. This degree is fully recognised by all three institutions and their respective countries.

In the self-evaluation report, the consortium describes the programme's history. The programme builds on previous experience with a 60 ECTS credits master's programme that was developed by the partners in the Netherlands and Spain and ran from 2003 to 2018. Instead of revising the programme to meet current demands, the partners decided to develop a completely new joint programme, together with a new partner: TU Dublin. The three institutions previously collaborated in hosting each other's exchange students.

#### *Considerations*

The panel concludes that the three institutions that offer the joint programme LHI are recognised as higher education institutions by the relevant authorities and that their national legal frameworks allow them to participate in a joint programme. The joint degree issued upon completion of the programme will be recognised as a degree in the higher education systems of each partner institution. The panel notes that the three institutions have extensive experience in hospitality studies both at bachelor's and master's level.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 1.1, status.

#### 4.1.2 Joint design and delivery

*The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.*

##### *Outline of findings*

The joint programme LHI has been designed jointly by the three partner institutions. From the self-evaluation report and the online site visit, the panel learned that there are strong ties between the three partner institutions and that all are represented in the main bodies of the consortium. The partner institutions have divided the management roles in order to ensure effective coordination.

The programme's Management Board is responsible for the overall programme management, including financial, organisational and academic policies, student grievances and quality assurance. This Board is composed of the three Deans from the partner institutions, who meet online at least monthly and on location twice a year. At each of the institutions, a Programme Leader addresses the academic and operational issues within their institution. The Programme Leaders communicate with institutional staff members and resolve on-site student issues. The three Programme Leaders meet regularly online or face-to-face. They also meet on a regular basis with the Student Representatives, who are elected by their fellow students to represent them in formal meetings.

The Management Board, Programme Leaders, Student Representative(s) and all lecturers convene in LHI's Programme Board. Towards the end of the academic year, all members meet online or face-to-face to reflect on and assess the past year and propose changes for the following year. The Management Board also meets with representatives of the hospitality and tourism industry.

Overall, the LHI programme has a decentralised structure that uses existing structures within the three partner institutions. Hotel Management School Maastricht (HMSM), part of Zuyd Hogeschool, is responsible for the accreditation process, financial monitoring, fees and marketing. TU Dublin takes care of assessments and exams, internal quality assurance, the graduation ceremony and certification. IQS is in charge of the LHI secretariat, which coordinates student services such as recruitment, selection, registration and enrolment, and safeguards the comparability of information on current electronic learning environments.

The curriculum will be delivered jointly by staff members from all three partner institutions. It offers opportunities for staff exchange, student mobility and joint research. Students follow one semester at each of the three institutions and staff members co-lecture on modules. Cooperation between the three institutions is especially strong during the consultancy project that runs throughout the curriculum (see also 4.3.1), where groups of students are supervised by three staff members from the three partner institutions.

##### *Considerations*

Based on the documentation and the conversations with representatives of the three institutions, the panel concludes that the LHI programme is offered jointly. All cooperating institutions are involved in the design and delivery of the programme. Each institution hosts one semester of the programme and staff member of all institutions participate throughout the entire curriculum as supervisors.

The tasks and procedures related to the governance of the programme have been clearly divided among the partner institutions and all partners are represented on the main bodies of the consortium.

During the online site visit, the panel noticed a high degree of consistency as well as enthusiasm among all staff members. The panel has the impression that the staff members consider themselves to be part of the LHI team, despite the physical distance between them. The panel commends the consortium for creating such strong ties among the three institutions especially during the challenging times of the covid-19 pandemic.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 1.2, joint design and delivery.

### 4.1.3 Cooperation Agreement

*The terms and conditions of the joint programme should be laid down in a cooperation agreement.*

*The agreement should in particular cover the following issues:*

- *Denomination of the degree(s) awarded in the programme*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)*
- *Admission and selection procedures for students*
- *Mobility of students and teachers*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

#### *Outline of findings*

The consortium partners drew up a Cooperation Agreement in February 2022. This document has been signed by Zuyd Hogeschool and IQS School of Management. In line with Irish legislation, TU Dublin will sign the agreement after the programme has been validated. After the agreement has been signed by all partner institutions, it will be valid for three years and may be renewed thereafter.

The panel studied the agreement and its annexes, which contain information about the structure and organisation of the cooperation, financial and administrative arrangements, admission and selection, and recognition of academic credits and degree awarding procedures. The annexes provide more details about the academic quality enhancement framework, assessments and examinations regulations, the study programme, the marketing strategy, admission, selection and registration, as well as tuition fees and collection.

#### *Considerations*

The panel established that the terms and conditions of the joint programme LHI are laid down in a Cooperation Agreement. This document and its annexes cover the required topics. The panel suggests that the applicable law in case of disputes should be defined before the dispute arises. The Cooperation Agreement should also include more detailed information regarding examination, assessment regulations, mobilities, as well as the financial organisation within the consortium.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 1.3, cooperation agreement.

## 4.2 Learning Outcomes: Standard 2

### 4.2.1 Level [ESG 1.2]

*The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).*

#### *Outline of findings*

The joint LHI programme targets students who wish to (re)direct their career in a more service-oriented way and strengthen their management know-how and skills to lead positions of responsibility in the international hospitality industry. Students learn how to be leaders in innovation, who may help enterprises to introduce new ways of thinking and working.

In the self-evaluation report, the consortium provides an overview of the programme's intended learning outcomes. They have been grouped in terms of knowledge, skills, responsibilities and autonomy. The consortium states that the learning outcomes align with the second cycle (master's) level of the Framework for Qualifications in the European Higher Education Area and level 9 of the Irish National Framework of Qualifications. Additionally, the consortium mentions that the learning outcomes are in line with the report of the Dutch Association of Universities of Applied Sciences ('Vereniging Hogescholen') that identifies the professional master's standards (2019).

#### *Considerations*

The panel concludes that the programme's learning outcomes align with the master's level of the FQ-EHEA as well as relevant national qualifications frameworks.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 2.1, level.

### 4.2.2 Disciplinary field

*The intended learning outcomes should comprise knowledge, skills and competencies in the respective disciplinary field(s).*

#### *Outline of findings*

The LHI programme focuses on innovation and leadership in the broad hospitality sector. This sector not only involves tourism but all enterprises and organisations that receive guests, customers, patients and clients, in a market where customer demands are the driving force. The programme's learning outcomes have been mapped against the Dublin descriptors regarding (a) knowledge and understanding, (b) applying knowledge and understanding, (c) making judgements, (d) communication skills, and (e) learning skills. They are formulated in a way that refers to different aspects of the hospitality industry.

Graduates should possess knowledge about leadership and innovation topics, hospitality business models, hospitality trends, applied research methodologies and technological and digital trends. Skills outcomes include problem solving, applying research methods, design thinking and idea generation. In term of competencies, students should be able to work in teams with transnational peers, communicate effectively, demonstrate leadership and take responsibility.

The self-evaluation report states that the learning outcomes are regularly discussed with the Programme Board, industry advisors and enterprises involved in annual meetings. During the online site visit, the panel learned that the involvement of the industry so far varies from a formal advisory board to more ad hoc meetings with professional partners. Representatives from the hospitality industry indicated that they consider soft skills to be very important when implementing changes and innovative ideas, and suggested that these could be addressed more explicitly in the programme.

#### *Considerations*

The panel is of the opinion that the programme's learning outcomes are relevant to the broader hospitality sector. They cover main topics and are a combination of knowledge, skills and competencies and have been described clearly at the programme and module levels. The panel noted that learning outcomes focus mainly on leadership and team dynamics, but that they pay less attention to innovation. Following the industry representatives' advice, the panel suggests emphasising innovation as well as the development of soft skills more prominently in the learning outcomes.

The panel also advises to further involve the hospitality industry by creating one advisory board with representatives from the hospitality sector in all three countries. Thus, the programme and industry can discuss current developments from an international perspective, and professionals may be more closely involved in the development of the programme.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 2.2, disciplinary field.

### 4.2.3 Achievement [ESG 1.2]

*The programme should be able to demonstrate that the intended learning outcomes are achieved.*

#### *Outline of findings*

In the self-evaluation report, the consortium states that the LHI modules are developed to meet the overall intended learning outcomes. In an additional annex to the report, the consortium has linked the learning outcomes to the modules of the curriculum. The programme applies two types of assessment to monitor students' development on the programme's learning outcomes: formative assessment for reflection and feedback purposes, and summative assessment to grade achievements. Students are graded based on different assessment methods and need to pass all assessments in order to graduate.

Theoretical knowledge and applied research skills are gradually built-up throughout the programme, leading to a final group product: the Hospitality Innovation Consultancy Project. Students start working on their project from the start of the programme and incorporate design thinking throughout the process. They are supervised by academic staff from all three partner institutions.

#### *Considerations*

The panel concludes that the consortium shows a keen awareness of making sure that the intended learning outcomes are achieved. It has clear descriptions of the programme and adequate means of measuring student progress. The panel is of the opinion that the consultancy project is interesting and fitting, and that the early start of the project may

facilitate its timely completion. The panel advises the programme to monitor the careers of future graduates in order to stay up to date with the needs of the hospitality industry.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 2.3, achievement.

### 4.2.4 Regulated Professions

*If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account*

#### *Outline of findings*

This standard is not relevant for the assessment of the LHI programme.

#### *Conclusion*

The panel issues no conclusion as standard 2.4, regulated professions, is not applicable.

## 4.3 Study Programme [ESG 1.2]: Standard 3

### 4.3.1 Curriculum

*The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.*

#### *Outline of findings*

The joint LHI programme consists of three semesters which are spread over 18 months. In total, the curriculum comprises six modules and a business consultancy project. Students spend one semester at each of the partner institutions: they start the programme in Maastricht, continue in Dublin and finish in Barcelona. Each partner institution covers a main theme: leadership and people (Maastricht), re-envisioning the future of hospitality (Dublin) and digital transformation and experience (Barcelona). Throughout the curriculum, design thinking is applied because of its relevance to creativity and innovation in the hospitality industry.

The Hospitality Innovation Consultancy Project is the backbone of the programme. It is a real-life complex business project from the hospitality industry. Students tackle a management issue and generate an implementation plan for a professional product or solution. They need to formulate a contextualised problem, conduct applied research, and develop their leadership skills and design thinking competences. During the online site visit, the panel learned that the institutions will provide possible projects collected from existing industry and alumni networks.

The project runs across the three semesters, with a specific focus related to the design thinking process in each study period: Discover & Define in the first semester, Develop & Deliver in the second semester, and Validate & Implement in the final semester. Students work in groups and are supported by a team of three supervisors, one from each institution. The supervisor from the host institution acts as daily supervisor and meets the project teams weekly to discuss progress and provide feedback. The other two supervisors are involved at milestone moments and on an as-needed basis. Students also meet regularly with their client.



The modules provide the theoretical and practical learning components for leading hospitality innovation in the industry. They build on previously taught modules and prepare students for their work in the project. The modules, too, apply design thinking approaches in their assignments. Upon reviewing the module descriptions and reading lists, the panel noted that the programme prescribes extensive reading of general management literature.

#### *Considerations*

The panel is of the opinion that the structure and content of the curriculum are in line with the intended learning outcomes and enable students to achieve them. The deliverables for the modules and business consultancy project are adequately described. The panel deems the topics that are covered appropriate, although it advises the inclusion of more hospitality-specific literature earlier in the programme. The panel was pleased to note that the programme's representatives were receptive to the panel's suggestions on this matter.

The panel commends the programme for the business consultancy project which is well-articulated, meets the intended learning outcomes and has potential relevance for the hospitality industry. The modules prepare students for this project. The panel advises attention to the introduction of hospitality early in the first semester, to provide students from a non-hospitality background with adequate knowledge to begin their projects. Lastly, it encourages all partner institutions to find suitable industry partners for the project.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 3.1, curriculum.

### 4.3.2 Credits

*The European Credit Transfer and Accumulation System (ECTS) should be applied properly and the distribution of credits should be clear.*

#### *Outline of findings*

The programme uses the European Credit Transfer and Accumulation System (ECTS) to express the workload of courses. In total, the study load of the 18-month programme amounts to 90 European Credits (ECTS credits); each partner institution is responsible for 30 ECTS credits. Students participate in six modules of 10 ECTS credits each; these may be further divided into 5 ECTS credits parts, connected to separate assessments. Additionally, the overarching business consultancy project consists of three 10 ECTS credits modules with distinct deliverables.

#### *Considerations*

The panel confirms that the joint programme LHI applies the ECTS. The credits have been clearly distributed across the curriculum and among the partner institutions.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 3.2, credits.

### 4.3.3 Workload

*A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS credits; a joint master programme will typically amount to 90-120 ECTS credits and should not be less than 60 ECTS credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.*

*The workload and the average time to complete the programme should be monitored.*

#### *Outline of findings*

The curriculum of the joint LHI master's programme comprises 90 ECTS credits, with one ECTS credit representing 28 hours of study load. The programme is divided into three study periods of twenty weeks. From the self-evaluation report and the conversations during the online site visit, the panel learned that students finish the taught modules in week 17 and use the additional weeks to work on their project. If necessary, they may also take a resit during these weeks.

The panel had questions about the programme's high intensity. Representatives from the consortium indicated that they expect students to be very motivated and that the programme's feedback mechanisms will pick up any difficulties students may encounter. The feasibility of the workload is tracked by means of evaluations at the end of each study period.

#### *Considerations*

The panel confirms that the LHI programme's workload is in line with FQ-EHEA's prescriptions. The consortium has clearly stipulated the expected workload for students and acknowledges that the workload may be high at times. The panel recommends careful monitoring of both students' and staff members' workload and making adjustments if necessary to ensure student and staff wellbeing.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 3.3, workload.

## 4.4 Admission and Recognition [ESG 1.4]: Standard 4

### 4.4.1 Admission

*The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.*

#### *Outline of findings*

The LHI programme aims to attract ambitious students with a bachelor's degree in business, including business administration, hospitality and tourism. Students who wish to (re)direct their career path towards a more service-oriented specialisation and strengthen their management know-how and skills to lead positions of responsibility in the international hospitality industry are also welcome, as are students who wish to develop issues of sustainability and responsible management in hospitality. The programme intends to create an international student body, with students from the European Higher Education Area (EHEA) as well as students from other countries.

All three institutions are involved in the admission process. IQS leads the secretarial matters and is in charge of the admission and selection procedures, while HMSM takes care of the financial arrangements such as collection of tuition fees. TU Dublin focuses in particular on the quality assurance of the programme. The consortium plans to create a website with relevant information and documentation at each of the three institutions. The websites will provide the same information and direct potential students to the Programme Leaders, who are responsible for answering any questions.

Candidates may apply via a digital application process that is connected to the consortium secretariat at IQS. They must provide a relevant honours bachelor's degree, evidence of English language proficiency and a letter of application. Applicants from other disciplines may be admissible based on prior learning or experience. Upon receiving all requested documentation, IQS plans an online intake interview with each applicant. During the online site visit, the panel learned that these interviews involve a selection group with at least two of the Programme Leaders. The selection group scores and ranks all candidates, based on predetermined selection criteria: academic transcript of records (40%), admission interview and application letter (25%), level of English (25%) and relevance of previous studies, internships or other forms of involvement in a hospitality environment (10%). Together, the members of the selection group decide on the candidates' eligibility to enrol in the programme.

All students will be registered at all three partner institutions to facilitate access to student services and systems. The institutions may award scholarships to students that partially cover the programme's tuition fee.

#### *Considerations*

The panel is of the opinion that the programme applies appropriate admission requirements and selection procedures. All three partner institutions are involved in the admission procedures, reflecting a joint approach, while the tasks of each institution are clearly described. The conversations during the online site visit clarified the programme's target audience. The programme aims to attract strong applications from a wide range of disciplines and create a diverse student body, which the panel deems a core strength this programme.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 4.1, admission.

### 4.4.2 Recognition

*Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.*

#### *Outline of findings*

The LHI consortium has specified how it takes into account students' prior learning. Admission to the programme is based on applicants' educational background and motivation. The admission criteria allow the enrolment of students from diverse backgrounds, provided they can show affinity with hospitality. A maximum of 15% of the total ECTS credits of the programme may be subject to recognition based on credits obtained in other accredited programmes of relevant work experience. Any requests for recognition are sent to the secretariat at IQS. The Programme Leaders study the documentation and compare the information given to the contents of the LHI programme. Subsequently, the Assessment

Board will give their recommendation on the recognition of previous learning, upon which the Management Board takes a final decision. The self-evaluation report states that students cannot appeal against the decision made; this was confirmed during the online site visit.

#### *Considerations*

The panel confirms that the recognition of previous qualifications and prior learning is adequately provided for in the LHI programme. The panel suggests the creation of an appeals procedure for students who do not agree with the decision made.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 4.2, recognition.

## 4.5 Learning, Teaching and Assessment [ESG 1.3]: Standard 5

### 4.5.1 Learning and teaching

*The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.*

#### *Outline of findings*

The three partner institutions wish to promote interdisciplinary, intercultural and international learning that promotes a global mindset and is innovative. Based on these principles, they have jointly developed the programme's strategies for learning, teaching and assessment.

The consortium approaches learning from a constructivist perspective and considers it to be an active social process which takes place in a certain context and increases in complexity. The programme's teaching environment should therefore be activating, focused on projects and tasks with an increasing amount of responsibility and higher extent of transfer. Learning takes place in communities, through problem-based learning or active class discussions and project-based education that lets students experience the relevance of acquired knowledge and using a design thinking approach. The programme applies a mixture of teaching and learning methods, with an emphasis on group work and individual reflection.

In the self-evaluation report, the consortium places emphasis on design thinking as a key aspect of the LHI programme. This process is used to solve problems and prioritise user needs by applying observation, interaction, iteration and concrete practices to arrive at new, innovative and unconventional solutions. The role of design thinking is most clearly visible in the Hospitality Innovation Consultancy Project.

Intercultural experience is another key element of the LHI programme, related to competences that are essential to innovation in a globalised hospitality sector. The consortium aims to attract students from diverse backgrounds and to ensure face-to-face collaboration between students and lecturers from all three locations. The change between the three institutions should also contribute to a more open-minded and flexible attitude; all institutions organise induction days to make students feel at home at their new institution and to create a student community. The programme also includes field visits to regional events or sites.

### Considerations

The panel concludes that the programme has been designed to meet the intended learning outcomes. The teaching and learning approaches applied are adequate to achieve the learning outcomes, with a prominent role for design thinking processes especially in the business consultancy project. The panel encourages the consortium to explore more innovative ways of teaching and assessment in the modules, in line with the programme's objectives regarding innovation.

Working in a diverse and transnational environment is an important aspect of both the learning outcomes and the programme itself. The panel is convinced that the diversity of students and their needs will be respected and sufficiently attended to, considering the extensive experience with international students at all three partner institutions.

### Conclusion

The panel assesses that the LHI programme **meets** standard 5.1, learning and teaching.

#### 4.5.2 Assessment of students

*The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.*

### Outline of findings

The self-evaluation report describes the assessment procedures for the LHI programme. Assessment should contribute to student learning and enable students to demonstrate that they have fulfilled the objectives of the programme and the standards to qualify for a master's degree. The Examinations Office at TU Dublin manages the assessment and examination process, but each partner is responsible for organising and managing the assessments within the teaching block at their institution. In doing so, they implement the jointly agreed General Assessment Regulations. This document specifies the general principles regarding assessment within the LHI programme, the requirements for award classification, reassessment regulations, the role and responsibilities of examiners, examination procedures and procedures in case of a breach of the regulations.

Throughout the programme, students are assessed in several ways, including case studies, presentations, symposia and reflection reports. The module descriptions provide information regarding the types of summative assessment used in a specific module. Assessments may be performed individually or as a group. Initially, the panel had some concerns about the large amount of group work and discussed these during the online site visit. The panel's conversations during the site visit clarified this matter and representatives of the consortium reassured the panel that they have ample experience with group assignments and preventing undesirable practices such as freeriding, for instance through the use of peer assessments. The consortium argued that the benefits of working in groups outweigh the possible drawbacks, because group work mirrors real life situations more closely than for instance an individual thesis.

Students are assessed by internal examiners: academic staff members of the partner institutions. During the business consultancy project, students are assessed by the two supervisors drawn from the non-host institution. The assessors will use forms that indicate

the assessment criteria and grading guidelines in order to ensure a uniform approach. An External Examiner monitors the assessment process and academic standards. The Assessment and Examination Board approves marks and grades, considers personal circumstances and agrees on the final award.

#### *Considerations*

The panel is of the opinion that the examination regulations and the general principles for assessment are clearly documented and that they correspond with the intended learning outcomes. Students perform a variety of formative and summative assessments, in line with the learning outcomes. These include both individual and group work; the panel was reassured by the consortium's explanations about how individual performance is assessed in group assignments. The panel noted that the assessment strategies are rather traditional and encourages the programme to develop more innovative approaches to assessment.

The consortium has clear procedures in place to determine who is responsible for various parts of the assessment procedures. The panel was pleased to note that the institutions are aware of the differences that exist between them and that they take measures to ensure consistency among the three partner institutions.

During the site visit, the panel learned that the partners have separate Examination Boards for the assessments that take place within their institution, as well as an overarching Assessments and Examinations Board. The panel strongly suggests the clarification of the role and tasks of this common Examination Board in overseeing the assessment procedures across the consortium.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 5.2, assessment of students.

### 4.6 Student Support [ESG 1.6]: Standard 6

*The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.*

#### *Outline of findings*

The LHI consortium aims to create an inclusive learning environment with a uniform approach to address student needs. Students may use all support facilities and services at the three partner institutions, including counselling and psychological support services. The institutions also offer professional career services, as well as facilities and support for students with disabilities and special needs. Prior to each semester, students will receive online information packages with important information regarding the upcoming study period, including practical guidance related to mobility (e.g., visa and residence permits, health and liability insurance, housing). The programme benefits from the fact that all three partner institutions have experience with international students.

The way support is provided may vary from one partner institution to another, but the consortium strives to ensure unity, consistency and quality by applying one single academic calendar and by organising induction programmes at the start of each semester. Thus, students may familiarise themselves with the facilities and support available. Prior to the commencement of the programme, students take part in a Boost Camp in Maastricht, where students and staff get to know each other and where students are introduced to the

framework and teaching philosophy of the programme: design thinking. The induction programmes also include a tour of the campus and facilities.

Day-to-day student support is provided by the LHI teaching staff, including the module leaders and the local Programme Leader. Students may arrange an appointment with their lecturers for extra support and can contact the Programme Leaders in case of any issues. The Programme Leaders are also responsible for monitoring student progress.

#### *Considerations*

The panel concludes that the consortium has sufficient student support services in place. The three partner institutions provide a wide range of services to students and all have ample experience with international students. The panel commends the programme for its activities in the area of familiarisation at a new institution at the start of each semester. Considering the student housing situations in Maastricht, Dublin and Barcelona, the panel advises monitoring the support provided in finding suitable short-term housing at each of the three locations.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 6, student support.

## 4.7 Resources [ESG 1.5 & 1.6]: Standard 7

### 4.7.1 Staff

*The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.*

#### *Outline of findings*

The three partner institutions provide the core academic staff involved in the LHI programme. The core staff members have specific roles: they lead the modules and activities, (co-)lecture, supervise students and take part in the programme evaluations. The partner institutions will also involve academic staff members affiliated to their research centres to strengthen the link between education and research, and organise staff exchanges for joint teaching and research purposes. In addition, the programme will involve guest lecturers from other higher education institutions and the hospitality industry to expand the reach of LHI, incorporate new knowledge and issues, and to continuously build relations between the academic and professional world.

The panel studied the CVs of core academic staff members, who all have a PhD or master's degree. The panel established that they have relevant experience in the hospitality industry and/or research related to the topics of the curriculum. The panel learned that administrative and services staff members have experience in supporting international students.

#### *Considerations*

According to the panel, a sufficient and adequate body of staff members will develop and implement the LHI programme. The core academic staff members have relevant backgrounds related to the LHI curriculum – although the panel advises an even more explicit focus on innovation with respect to both teaching in general and teaching the subject of innovation. During the online site visit, the panel discussed the programme with enthusiastic and committed staff members, who showed an open and constructive attitude.

The panel considers the co-lecturing in modules and the consultancy project strong aspects of the programme that will strengthen the cohesion and cooperation between staff members of the different institutions.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 7.1, staff.

### 4.7.2 Facilities

*The facilities should be sufficient and adequate in view of the intended learning outcomes.*

#### *Outline of findings*

Students of the joint LHI programme may use all the services and facilities that are available for all students at the three institutions. The self-evaluation report describes the academic and leisure activities and facilities in Maastricht, Dublin and Barcelona. These include library services, study areas, classrooms and sports facilities.

#### *Considerations*

The panel is of the opinion that the institutions provide all necessary resources and facilities to provide a high-quality learning environment for students. They support the students in achieving the intended learning outcomes.

#### *Conclusion*

The panel assesses that the LHI programme **meets** standard 7.2, facilities.

### 4.8 Transparency and Documentation [ESG 1.8]: Standard 8

*Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.*

#### *Outline of findings*

In the self-evaluation report and its annexes, the panel found all relevant information regarding the LHI programme. The consortium members will publish relevant information on their websites in order to inform (potential) students. This includes information about admission, study workload, learning outcomes, the type of degree awarded, the programme structure and management, the policy on accessibility for disabled students and mobility issues. Students may also find a student handbook online, which includes assessment schedules.

During the online site visit, the panel discussed the programme's name with representatives from the consortium as well as from the hospitality industry. Specifically, the panel questioned whether the programme's focus is on 'leading hospitality innovation' or 'innovating hospitality leadership'. The consortium members explained that although leadership is a recurring topic in the programme, the focus is on innovation and being someone who leads change in the hospitality industry. Moreover, the programme is not exclusively aimed at leaders in the sector.



### *Considerations*

The panel established that all necessary information is available. The panel stresses the importance of clear communication about the programme's contents and especially around the definitions used for terms such as 'leadership' and 'innovation'. It should be clear for students, the hospitality industry and other stakeholders what they can expect from the programme and its graduates.

### *Conclusion*

The panel assesses that the LHI programme **meets** standard 8, transparency and documentation.

## 4.9 Quality Assurance [ESG 1.1 & part 1]: Standard 9

*The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.*

### *Outline of findings*

In the self-evaluation report, the consortium describes its framework for quality assurance. TU Dublin leads the processes which are put into practice at each of the three institutions. The partners abide by their national and institutional structures but may deviate from these after approval from all consortium partners.

The Programme Leaders play a key role in the quality assurance procedures. They collect feedback from students via uniform questionnaires that are issued at the end of a module, study period and programme, student data, feedback from staff and the External Examiner Report. They also ensure the academic integrity of the programme and deal with any potential assessment infringements.

At the end of each academic year, the Programme Leaders compile the Annual Programme Quality Enhancement Report. All members of the Programme Board contribute to this report and discuss the results of the previous year and plans for the upcoming year. It is also discussed by the relevant Discipline and Faculty Boards in the three institutions.

The self-evaluation report mentions that the meetings of the Programme Board are a valuable forum for direct contact between LHI staff and students. During the online site visits, representatives of the consortium stressed that they also expect to collect a lot of informal feedback due to the small size of the programme. This may also lead to quick adjustments to the programme if necessary.

### *Considerations*

The panel is of the opinion that, overall, the LHI programme has appropriate quality assurance processes in place. The conversations during the online site visit helped the panel to get a deeper understanding of the quality assurance procedures presented in the self-evaluation report. The panel considers the 18-month duration of the programme and the involvement of three partners advantageous, because it creates a structure with multiple – formal and informal – feedback loops. Modules and the curriculum as a whole will be evaluated regularly, involving both students and staff members. For the purpose of monitoring, the panel advises the formulation of quality objectives in a SMART manner.

### *Conclusion*

The panel assesses that the LHI programme **meets** standard 9, quality assurance.

#### 4.10 Conclusion

The panel concludes that the joint master's LHI is a relevant programme aimed at students who wish to lead change and innovation in the broader hospitality sector. This sector not only involves tourism but all enterprises and organisations that receive guests, customers, patients and clients, in a market where customer demands are the driving force. The programme combines theoretical knowledge with practical skills and applies a design thinking approach throughout the curriculum.

Theoretical knowledge and applied research skills are gradually built-up throughout the programme, constantly contributing to a final group product: the Hospitality Innovation Consultancy Project. This project is the backbone of the programme and encompasses a real-life complex business project from the hospitality industry. The panel commends this curriculum component, which is well-articulated, meets the intended learning outcomes, applies the design thinking approach and has a potential relevance for the hospitality industry. The panel considers the topics that are covered in the modules appropriate, although it advises the inclusion of more hospitality-specific literature earlier in the programme. The panel was pleased to note that programme representatives were receptive to the panel's suggestions on this matter.

According to the panel, the examination regulations and the general principles for assessment are clearly documented and correspond with the intended learning outcomes. Students perform a variety of formative and summative assessments, in line with the learning outcomes. The panel noted that the assessment strategies are rather traditional and encourages the programme to develop more innovative approaches to assessment. The panel also strongly suggests the creation of one common Examination Board to oversee the assessment procedures across the consortium.

The panel established that the consortium has a clear governance structure and that all partner institutions are involved in the design and delivery of the programme. Each institution hosts one semester of the programme and general tasks and procedures have been clearly divided. The panel appreciates the enthusiastic and committed staff members, who showed an open and constructive attitude. The panel considers the co-lecturing in modules and the consultancy project as strong aspects of the programme that will strengthen the cooperation between staff members of the different institutions.

The programme applies appropriate admission requirements and selection procedures and the three partner institutions offer the required services and facilities at an appropriate level. The panel suggests the creation of an appeals procedure for students who do not agree with the decision made. The panel commends the programme for its activities in the area of familiarisation at a new institution at the start of each semester. The panel is of the opinion that, overall, the LHI programme has an adequate internal quality assurance system in place. Programme components are evaluated regularly by both the consortium and the partner institutions.

Overall, the panel comes to a positive conclusion about the quality of the joint master's programme LHI.

## 5 Overview of the assessments

Standard	Judgement
<b>1. Eligibility</b>	
1.1 Status	Meets the standard
1.2 Joint design and delivery	Meets the standard
1.3 Cooperation Agreement	Meets the standard
<b>2. Learning Outcomes</b>	
2.1 Level	Meets the standard
2.2 Disciplinary field	Meets the standard
2.3 Achievement	Meets the standard
2.4 Regulated Professions	Not applicable
<b>3. Study Programme</b>	
3.1 Curriculum	Meets the standard
3.2 Credits	Meets the standard
3.3 Workload	Meets the standard
<b>4. Admission and Recognition</b>	
4.1 Admission	Meets the standard
4.2 Recognition	Meets the standard
<b>5. Learning, Teaching and Assessment</b>	
5.1 Learning and teaching	Meets the standard
5.2 Assessment of students	Meets the standard
<b>6. Student Support</b>	
	Meets the standard
<b>7. Resources</b>	
7.1 Staff	Meets the standard
7.2 Facilities	Meets the standard
<b>8. Transparency and Documentation</b>	
	Meets the standard
<b>9. Quality Assurance</b>	
	Meets the standard
<b>Conclusion</b>	<b>Positive</b>

## 6 Commendations

The programme is commended for the following features of good practice.

1. Strong cooperation – The consortium has strong ties among the three partner institutions, despite the physical distance between them: staff members consider themselves to be part of the LHI team and showed a high degree of consistency and enthusiasm about the programme.
2. Hospitality Innovation Consultancy Project – The Hospitality Innovation Consultancy Project that is a red thread throughout the programme is an interesting and fitting final project. It is well-articulated, meets the intended learning outcomes and has a potential relevance for the hospitality industry.
3. Induction programme – The activities at the three institutions at the start of each semester will support students in familiarising themselves with their new host institution.
4. Co-lecturing – Staff members co-lecture in modules and the consultancy project, which will strengthen the cohesion and cooperation between staff members of the different institutions.

## 7 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. Literature – Include more hospitality-specific literature earlier in the programme.
2. Workload - Monitor both the students' and staff members' workload carefully and to make adjustments if necessary to ensure student and staff wellbeing.
3. Examination Board – Specify the roles and tasks of the common Assessments and Examination Board which aims to oversee the assessment procedures across the consortium.
4. Terminology – Be clear about the programme's contents and the definitions used for terms such as 'leadership' and 'innovation'. It should be clear for students, the hospitality industry and other stakeholders what they can expect from the programme and its graduates.

## Annex 1: Composition of the panel

- Joep C de Jong, ing. (chair), Director at JLS International, Senior Adjunct Professorial Lecturer at the American University in Washington, freelance lecturer Managing Change Program (MCH) at Hotelschool The Hague, the Netherlands;
- Dr. Erwin Losekoot, Professor of Hospitality Studies at the Hotel Management School of NHL Stenden University of Applied Sciences, the Netherlands;
- Dr. Estela Marine-Roig, Senior Lecturer Tourism Marketing at the University of Lleida & Open University of Catalonia, Spain;
- Shaun Quinn, Business Analyst, Strategist and Mentor, Rubicon Consulting, Dublin, Ireland;
- Damir Solak (student-member), Ph.D. student at the Faculty of Law, Masaryk University, Brno, Czechia; former student of a master degree study programme Law and Legal Science, and Erasmus+ exchange student at University of Innsbruck and University of Zagreb.

The panel was assisted by ir. Lineke van Bruggen and Tinka Thede MSc, policy advisors at NVAO, and Anne Martens MA, secretary.

All panel members and the secretary completed and signed a statement of independence and confidentiality.

## Annex 2: Schedule of the site visit

On 1 July 2022, the panel organised an online site visit as part of the external assessment procedure of the joint master's programme in Leading Hospitality Innovation (LHI). The schedule of the visit was as follows:

- |                      |   |
|----------------------|---|
| <b>09:00 – 09:15</b> | <b>Welcome and introduction</b><br>Dean (IQS Barcelona), Head of School (TU-Dublin), Member of the Board of Governors (Zuyd Hogeschool)   |
| <b>09:15 – 10:15</b> | <b>Meeting with the Management Board</b><br>Chair of the Tourism and Hospitality Management Department (IQS Barcelona), Assistant Head, School of Hospitality Management and Tourism, Head of Hospitality Management (TU-Dublin), Head of Innovation & Programme Specialisations (Zuyd Hogeschool), Lector Global Minds at Work (Zuyd Hogeschool), LHI Project Leader (Zuyd Hogeschool) |
| <b>10:30 – 11:00</b> | <b>Industry Advisors</b><br>COO Hotel Division Aroundtown San (the Netherlands), CEO HMSHost International (the Netherlands), Nuria Restaurants (Spain), Group Strategic Director of Human Resources Trigon Hotels (Ireland)  |
| <b>11:15 – 12:15</b> | <b>Lecturers</b><br>Staff members from Zuyd Hogeschool, TU-Dublin and IQS Barcelona   |
| <b>13:15 – 14:00</b> | <b>Quality Assurance and Exams &amp; Assessments Board</b><br>QA Staff members from Zuyd Hogeschool, TU-Dublin and IQS Barcelona; members of the LHI Exams & Assessments Board  |
| <b>15:00 – 15:30</b> | <b>Extra session to discuss pending issues</b><br>Management Board  |
| <b>17:00</b>         | <b>Presentation of the main findings by the panel chair</b>   |

## Annex 3: Documents reviewed

### *Programme documents presented by the institution*

1. Self-Evaluation Report – Joint Master of Science in Leading Hospitality Innovation
2. Annexes:
  - I. Partner Institutions
  - II. LHI Comparison with Relevant Hospitality & Tourism Masters
  - III. Online Marketing Analysis
  - IV. Marketing Strategy
  - V. Design Thinking
  - VI. Module Outlines
  - VII. General Assessment Regulations
  - VIII. Curriculum Vitae Academic Staff
  - IX. Academic Quality Enhancement Framework
  - X. TU Dublin - Degree awarding authority letter
  - XI. Cooperation Agreement

### *Additional documents made available before the online site visit*

3. Information on the Capstone Project including examples of assessments and rubrics
4. Detailed description of Module 1 which includes the assessments and rubrics
5. Schematic overview of the learning outcomes and curriculum: the modules
6. Minutes of PB and PL's (even though at the time they were not labelled as such)
7. Example of a student question evaluation form
8. Format for the annual programme enhancement report
9. Arrangements for student accommodation
10. Visual of the programme's PDCA cycle
11. Updated Module 5 Descriptor: Experience Validation & Implementation
12. Programme developed for the Boost Camp which initiates the entire 18-month LHI Joint Master's study programme



## Annex 4: List of abbreviations

ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ESG	European Standards and Guidelines
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
HMSM	Hotel Management School Maastricht
LHI	Leading Hospitality Innovation
NVAO	Accreditation Organisation of the Netherlands and Flanders ('Nederlands-Vlaamse Accreditatieorganisatie')
TU Dublin	Technological University Dublin
URL	Universitat Ramon Llull

The panel report was written at the request of NVAO and is the outcome of the peer review of the new joint master's programme in Leading Hospitality Innovation of Zuyd Hogeschool (the Netherlands), Technological University Dublin (Ireland) and IQS School of Management (Spain)

Application number: AV-1236



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